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ABSTRACT

This document presents the proceedings of a conference organized to review the cooperative collection development features of the Missouri State Network Plan and to outline specific goals, methods, and materials for facilitating cooperative collection development projects in the state's multitype library networks. An introduction provides background information on the state network plan; and the keynote address by Duane E. Webster reviews local cooperative collection development projects throughout the United States, surveys the growing library interest in this area, identifies the limitations of uncoordinated collection development procedures, and proposes a Missouri cooperative collection development strategy. Four divisional workshop reports follow, one for each of the academic, public, special, and school library sections of the Missouri Library Association. These reports present selected materials and information on current collection development efforts and identify barriers to and suggested strategies for cooperative collection development in Missouri's area networks. Extensive information is included on the Oswego County (New York) School Library System Pilot Project and other New York networks. An overview of the conference, by Mary J. Cronin, is provided. Appendices include articles, policy statements, and other documents related to cooperative collection development; the text of the Missouri Libraries Network Bill; a map of the Missouri Libraries Network; and a list of the literature distributed to conference participants. (ESR)

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COOPERATIVE COLLECTION DEVELOPMENT IN MULTITYPE LIBRARY NETWORKS: A BEGINNING -- GOALS AND METHODS

Proceedings of the 1980 Annual Conference
of the Missouri Library Association

Philip Tompkins
Editor

Missouri Library Association
Columbia, Missouri
United States of America

1981

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"When the tactics of State Library Association Legislative Committees are in tune with the times, librarians will always find legislative sponsors and supporters.... Do not be afraid to call for the funding of specific library programs which constitute part of the solution to a given pressing problem. If the public is engaged in one of its periodic outbursts against the inefficiency and coldness of government bureaucracies; then is the time to call for legislation and funding which allow libraries to become the information management and disseminating components for all government agencies. Libraries are not social embellishments or ornaments. The absence of information services is part of the problem. The infusion of appropriate library services would be definitely a part of the solution."

From An Address Entitled
"Libraries and the Legislative Process"
to the Members of the
Missouri Library Association
at their 1981 Annual Conference,
Columbia, Mo.
by

Senator Major Owens,
New York State Legislature

TO THE CITIZENS OF MISSOURI

who increasingly depend on access to
libraries and information centers of
every type for printed, audiovisual and
computerized information, and

TO THE COORDINATING BOARD FOR HIGHER EDUCATION

"the principle body in state government
responsible for libraries and library
services in the state."

IN MEMORY OF

James A. Leathers

Director of the Mid-Continent Public Libraries

1961-1981

TABLE OF CONTENTS

FOREWORD.... 1

INTRODUCTION.... 2

CONFERENCE STAFF.... 13

KEYNOTE ADDRESS.... 14

ACADEMIC LIBRARIES' WORKSHOP REPORT.... 31

PUBLIC LIBRARIES' WORKSHOP REPORT.... 43

SPECIAL LIBRARIES' WORKSHOP REPORT.... 49

SCHOOL LIBRARIES' WORKSHOP REPORT.... 60

PERSPECTIVES ON THE MISSOURI LIBRARY ASSOCIATION 1980 CONFERENCE.... 88

APPENDICES:

1. "Guidelines for the Formulation of Collection Development Policies." (Reprinted by permission of the American Library Association from Guidelines for Collection Development, by the Collection Development Committee, Resources and Technical Services Division, ALA; copyright © 1979 by the American Library Association.).... 101

2. The Collection Analysis Project: A Brief Description. Office of Management Studies, Association of Research Libraries.... 111

3. "Coordinating Collections in the Milwaukee Area," by Robert Haertle, LJ Special Report, #9, 1979, 35-38; Postscript by the author, November, 1981. (Reprinted by permission of R. R. Bowker, copyright © 1979 Xerox Corporation.).... 113

TABLE OF CONTENTS
(cont.)

4. Cooperative Policy Statement: Library Council of Metropolitan Milwaukee, Inc. 119
5. "Collection Development," from *A Plan For Cooperative Action*, Final Report, Long Range Planning Committee, Library Council of Metropolitan Milwaukee, 1976 120
6. "Collection Development," from *Long Range Plan*, Library Council of Metropolitan Milwaukee, 1981 126
7. List of literature distributed to some or all conference participants 128
8. Missouri Libraries Network Bill 130
9. Rationale: Missouri Library Network Bill. Library Development Committee, Missouri Library Association 131
10. Map of Missouri Libraries Network 132

FOREWORD

One year ago the MLA annual conference staff challenged librarians in Missouri to develop a statewide cooperative collection development plan within two years. They expressed the hope that with the special assistance of the Missouri Libraries Network Board, each of the seven area networks might begin by developing a long-range planning document for cooperative collection development that might merit priority consideration. (The Library Council of Metropolitan Milwaukee produced such a planning document for its multitype library network in 1976 and revised it recently.)

With the formation of the Missouri Library Network Corporation on October 19, 1981, a key tool for making cooperative collection development practical may be in the offing, an integrated computerized library management system with an online catalog of Missouri Library holdings at the first of its components.

Cooperative collection development is a most important cost-avoidance activity. It will guarantee the strongest possible collections throughout the state, linked as it is and will be by speedy interlibrary loan networks and delivery systems. I recommend that these proceedings be the object of careful study. A discount for multiple copies for staff study and use is available.

John Ferguson
Director
Mid-Continent Public Libraries

INTRODUCTION

I

The Missouri Library Association extended an invitation in Fall 1979 to Duane Webster, Director of the ARL Office of Library Management Studies, to set the stage for the introduction of cooperative collection development projects in multitype library network settings in the seven area networks which constitute the Missouri Libraries Network.

Certain conditions had to be met to create the climate for the success of a statewide conference entitled "Cooperative Collection Development for Multitype Library Networks: A Beginning -- Goals and Methods." Most important of these was a competent staff that possessed the following characteristics:

Interest in multitype cooperative collection development
Willingness to work in a workshop format
Willingness to participate in a coordinated conference effort
Willingness to submit materials for publication
Direct experience with collection analysis projects
Skill in group communication

The conference staff consisted of five librarians, one each from the academic, public, school and special library sectors with the coordinator of a multitype library cooperative collection development project being asked to respond to the overall results of the conference.

In 1977 the Office of Library Management Studies of the Association of Research Libraries began its Collection Analysis Project (CAP) to analyze and improve research libraries' collection development practices. The literature is peppered with reports of further applications, modification and adjustments of the process. Medium size as well as large research libraries may now benefit from a rather finely-tuned procedure. The impact on the libraries that have engaged in such a process is attested to by reports such as those found in the papers delivered at the 1978 ACRL national conference in Boston subsequently published under the title NEW HORIZONS FOR ACADEMIC LIBRARIES.

If "self-study is a painful process," then self-study with inter-institutional parameters may prove to be even more painful. At the same time, the cited results and advantages of such a process deserve to be mentioned as they have apppeared in CAP reports. A random selection of testimony is as follows:

"The first libraries that pilot tested the CAP process played a critical role throughout the projects (MIT, Berkeley, Arizona State)."

"The analysis and evaluation of the (MIT) libraries' collection development program have convinced us that some structural changes must be made and that some new mechanisms must be developed to ensure the information needs of the MIT community."

"In addition to producing recommendations which will profoundly affect the library's total collection development program for years to come, the Collection Analysis Project at Arizona State University library also proved to be a staff development exercise of considerable depth and duration. Staff participation exercised leadership and group decision-making skills and gained practice in formal self-study, negotiation and report writing processes. Finally, CAP seems to have brought about significant changes in both staff and administration attitudes toward collection development and toward each other."

A proposal has been discussed with the Office of University Management Studies for a pilot project using CAP process in a multitype library setting in the metropolitan Kansas City area, though no decision has been taken. The justification for such activity is quite simple: Missouri's libraries will profit most from collection development studies if they are conducted in recognition of the multitype library structure of the seven area networks that make up the Missouri Libraries Network.

II

The Missouri State Network Plan was adopted by the Missouri Library Association September 30, 1977 and endorsed by the Coordinating Board of Higher Education December 10, 1977. The stated purpose of the plan was "to make information resources available to every Missouri citizen through cooperation of all types of libraries." The plan set the stage for the organization of seven area library networks. (See Appendix 10) While each area network has its own governing board, a Missouri Libraries

Network Board also exists which is composed of a representative from each area network. The Board, with the support of the Missouri State Library, has accepted and acted upon a state-wide agenda. That agenda is as follows:

I. BIBLIOGRAPHIC CONTROL
  A. Organize an Interlibrary Loan Network which will insure that resources available locally and regionally are tapped prior to sending requests outside of the area network.
  B. Develop and provide access to a machine-readable data base of library materials, print and non-print, located throughout the state.

II. TECHNOLOGY
  A. Develop a state-wide delivery system for transfer of materials from one library to another.
  B. Provide state-wide communication links for reference services.

III. PHYSICAL
  A. Establish a regional depository for federal government documents in order to improve citizen access to these materials, to relieve crowded conditions in present depository libraries, to eliminate the heavy duplication in

storing little-used but valuable resources, and to release staff for other activities.

B. Provide access to cooperative storage facilities for all types of libraries. This would permit storage for materials for which immediate access is not needed at much less cost than building additions or new library structures.

In April 1981 a Long-Range Plan For Establishing And Operating The Missouri Library Network Corporation sketched the next steps that might be taken by libraries in the state. The report provides:

1. An outline of the legal steps necessary to form the Missouri Library Corporation;
2. An organizational structure that is flexible and that can represent all Missouri libraries;
3. A strategy and plan for a viable, on-going organization;
4. Guidance for up-dating the plan and making operational choices beyond the initial period of formation and operation.

The organizational meeting for this non-profit corporation convened October 19, 1981 at the Daniel Boone Regional Library in Columbia, Missouri.

The purpose of the corporation is to create and maintain a Missouri Library Data Base with the appropriate array of integrated subsystems and related products and services.

Two previous reports, one by King Research, Inc. entitled Missouri Statewide Bibliographic Data Base Survey (1980) and the Becker and Hayes Report (1979) A Statewide Data Base of Bibliographic Records For Missouri Libraries complete the trilogy of crucial studies supported by the Missouri State Library in an effort to achieve the most important and difficult objectives in the state network plan.

The development of a statewide bibliographic data base (the Missouri Library Database) based on the merging of OCLC tapes from Missouri libraries and on the replication of the Washington Library Network software in Missouri appears to be possible. With online catalogs available in each network reflecting regional, state and national library resources in publicly and privately supported libraries of all types, Missouri still needs to launch cooperative collection development projects in each area network to bring the human skills and procedures for such an enormous undertaking to some level of competence. Thus the reason for this conference and its objectives.

The Missouri Library Association has served for many years, especially through its Library Development Committee, as a partner with the State Library in planning for library service in the state. Following this tradition, the program theme and structure for the Fall 1980 conference of the Association in St. Louis centered around "Cooperative Collection Development for Multi-type Library Networks: A Beginning -- Goals and Methods."

The major program goals were to review the Missouri State Network Plan as it sets the stage for cooperative collection development through the area networks, to provide conference librarians with specific goals, methods and materials for facilitating cooperative collection development projects in their respective networks and the publication of the proceedings of the conference.

The keynote address gave a brief review of single-type and multi-type local cooperative collection development projects in the United States. It surveyed the growing interest by individual libraries in creating new collection development policies and procedures. It identified the limitations of uncoordinated collection development procedures for area networks. Finally, it proposed as a long-range goal a Missouri cooperative collection development strategy originating in the area networks but with implications for the state as a whole.

Four divisional workshops were held, one for each of the academic, public, special and school library sections. Each of the workshops explained collection development as currently understood as "a process with certain products." The workshops shared selected materials and information on current collection development efforts, identified barriers and obstacles to cooperative collection development among single-type and multi-type library networks and developed strategies for bringing this information back to the area networks. An overview of the conference completed its proceedings.

Collection development projects and activities remain crucial to Missouri libraries for many reasons. Cooperation within library networks, coordinated through the area network structure, remains a distant goal to which librarians aspire in piecemeal fashion. Pilot projects from the area networks will serve as the basis for a state-wide plan. Enough has happened since Fall 1980 to make it clear that cooperative collection development plans and procedures are necessities rather than options. There are those who might propose doing nothing "until the funding situation for libraries improves." However, beginning to build collections based on inter-institutional procedures, agreements and commitments that may be legally binding is an attractive way to stretch current acquisitions budgets as far as possible.

III

Special appreciation must be expressed to the St. Louis, Mid-America and Heart of America Chapters of the Special Library Association for their special financial support of the conference. The help of Eugene T. Neely, then Head of Public Services at the General Library of the University of Missouri-Kansas City, now Head Librarian of John Cotton Dana Library, Rutgers University, was key in eliciting this additional financial support for the Special and Academic Library Sections. The Kansas City Regional Council For Higher Education also provided partial support of the Academic Library Section Workshop.

The Public Library Workshop Section was generously supported by one library in the State that exercises an important leadership role which, however, prefers to remain anonymous.

The school librarians of the State were invited to enjoy the School Library Workshop Section by the Missouri Library Association in an effort to build bridges for future cooperation with school libraries through the library networks.

While the Commissioner of Education, Mr. Arthur Mallory, expressed his regret at being unable to co-sponsor the Workshop Section for school libraries, his enthusiasm for supporting the participation of school libraries in the seven area library networks signals new administrative support for the many public school librarians who need such support to participate formally in resource sharing with other types of libraries.

Publication of these conference proceedings was supported in part by the Monsanto Company Information Center, St. Louis, Missouri. For all of these contributions, the Association is most grateful.

Special acknowledgement of the support of Marilyn Stone, 1979-80 President and the Board of the Missouri Library Association for such a venturesome project is overdue. Frank Wranovix, Executive Coordinator of MLA (1979-81) and his Administrative Assistant and successor, Marilyn McLeod, provided the preliminary and follow-up support for all the decisions that the Workshop Staff made in St. Louis in May as they planned for the success of the Fall endeavor. The association thanks Ron Krash, Director of Libraries, the

University of Missouri-St. Louis, and the members of the Local Arrangements Committee which he directed for providing everything necessary for the conference to run smoothly. A final debt of appreciation must be expressed to my colleagues in the University of Missouri-Kansas City Libraries who did so much to support the short and long range goals and objectives of this conference for the development of library service in Missouri.

IV

The strengthening of the library resources in an area network through cooperative collection development should minimally provide documentation on how area libraries are currently spending their money. Prior agreement on the format for the documentation can only set the stage for subsequent fruitful conversations and all types of pilot projects.

Rose Mary Magrill's "Collection Development and Preservation in 1980" which appears in the July/September 1981 issue of Library Resources and Technical Services gives broad reportage to current activities. In scanning the 174 citations reporting collection development activities across the country, there is no mention of a single project involving a library of any type in the state of Missouri. This annual review is one of the best places to turn for ideas and information on a variety of current projects.

The pioneer work of the Library Council of Metropolitan Milwaukee and the ARL Office of Library Management Studies through its Collection Analysis Project remain key events in the fortunes of Cooperative Collection Development in the United States.

Philip Tompkins

CONFERENCE STAFF

Duane Webster, Director of the Office of Library Management Studies, Association of Research Libraries, Keynote Speaker and Academic Library Section Staff Person.

Henry Bates, Director, The Milwaukee Public Library, Public Library Section Staff Person.

Barbara Robinson, Director, Metropolitan Washington Library Council. Special Library Section Staff Person.

Patricia Mautino, Director, Curriculum and Resource Center, Oswego County Board of Cooperative Educational Services, Mexico, New York, School Library Section Staff Person, School Library Section Staff Person.

Mary Cronin, then Executive Director of the Library Council of Metropolitan Milwaukee; currently Assistant Director for Public Service, Marquette Memorial Library, Conference Reactor.

Philip Tompkins, Associate Director of Libraries, University of Missouri-Kansas City, Conference Program Chairman.

COOPERATIVE COLLECTION DEVELOPMENT FOR LIBRARIES

Duane E. Webster

Introduction and Background

All libraries share certain basic concerns that grow out of maintaining collections and providing access to information to fulfill local service needs during an extended period of reduced purchasing power. In addition to the crushing pressure to do more with less money, most libraries also face more far reaching challenges such as the information explosion, rapid changes in technology, new roles in information transfer, specialization and diversification of user needs, and an apparent declining commitment by the government and/or tax-payers to support the growth of institutions such as libraries.

These broad developments cause specific operational problems and challenges for our libraries. And probably no portion of a library's operations is affected more than collection policies and procedures. In view of these pressures, new ways of looking at a library's collection procedures and policies to make them more responsive and relevant to a dynamic environment are needed. Fundamental to the notion of cooperation among libraries is development of local and regional collections which meet the routine needs of their client groups and achieve economics of expanded access to supplementary resources.

Two concepts are important to our discussion today: cooperative collection development and resource sharing. I see some differences between these concepts. We look to both to enhance access to needed information and to improve the service capabilities of the local library. Implicit in each concept is the hope that collection related costs can be controlled for the benefit of our users.

Resource-sharing programs are intended to help link library users with needed material and information, regardless of where that material is located. To do this, we must be able both to locate material and to obtain it. Thus, probably for many of you here today, resource sharing includes identifying and locating materials through shared catalogs and bibliographic networks, and then delivering them for use through ILL, regional networks, bus systems, the mail, or informal lending arrangements. In addition, some of you undoubtably operate cooperative acquisitions programs and share borrowing privileges.

Probably most of you are now participating in more than one type of resource-sharing activity, ranging from quite informal understandings among a few similar libraries, to more formalized, multi-faceted cooperatives, consortia, or networks that operate over a large area or nationally. Others of you may join in common activities of smaller, less formal arrangements such as joint purchases, cancellations of serials subscriptions, exchange of materials by a local document delivery service, and, in a few cases, shared storage of specialized materials.

On the other hand the concept of cooperative collection development is one key to addressing the drawbacks and problems associated with resource sharing. Cooperative collection development calls for coordination in policies and decisions among participating libraries. Thus changes in collections should be based on mutually agreeable criteria and distribution of responsibilities. The notion of cooperative collection development is based on all of the participating libraries possessing and contributing some strengths to the enterprise. It requires a knowledge of existing collection strengths and current collecting intensity. It also calls for an attitude and commitment toward working together. The success of such an endeavor requires carefully developed discussion that progresses through a series of planning phases.

I would like to review some basic assumptions concerning what has brought us to the current situation, where we must face the mixed blessings of resource-sharing. Then I will examine some building blocks for cooperative collection development, and conclude with a specific proposal for action. This will set the scene for your direct involvement via the workshops in discussing the factors influencing collection development in your libraries, the pro's and con's of cooperation and, hopefully, some ideas for further action.

First, I want to lay out some assumptions regarding the pressures for change and action in this area of cooperative collection development.

1. Most libraries today are being forced by economic pressures to reexamine, clarify and frequently recast their collecting policies. This frequently leads to reductions or shifts in emphasis in their collections. Such decisions made

at the local level should be coordinated regionally and planned so as to allow minimal impact on the success of the library in meeting the needs of their users or their responsibilities in interinstitutional cooperative arrangements.

2. Environmental circumstances are forcing libraries to review traditional approaches to building and managing library collections. It is increasingly important, for example, to be able to reallocate funds to improve effectiveness. There is a sense that traditional book fund budgeting processes can be improved by relating available funds more closely to collection development objectives that reflect institutional priorities. A central assumption is that well-managed collections can successfully meet user needs.

3. As part of improved management approaches libraries need better descriptive and analytical information concerning collection strengths and weaknesses, user needs and use patterns, preservation activities, and the relationship of collection programs to parent institution programs. As a beginning point, collections need to be examined more rigorously from the user's point of view. A more precise understanding of user needs as well as patterns in using library information sources is required. A book cannot be shared if it is not owned by one of the participating libraries or if it is used frequently. Assessment of the success of the library's collection should focus on the success of the collection in meeting institutional program needs and, where applicable, fulfilling regional, national, or state responsibilities.

4. Libraries are seeking more formal and documented approaches to collection development to clarify responsibility and enhance user expectation. The appropriate function of library, departmental, and faculty representatives is to define as precisely as possible through collection development and acquisition policies the limits within which the library staff should work. Implicit in this process is the recognition that librarians are the key element in the successful development of collections.

5. The limits of uncoordinated collection development policies for network development are clear. Self-sufficiency of libraries is impossible, and collections must be managed with regional, national, and interlibrary cooperation as integral parts of the planning. Gaps and redundancies in available resources are only worsened by rivalries, confusion and missed opportunities. An important element in successful networking is having the resources available for access.

6. The reassessment of traditional collection development goals entails a shift in philosophy. The values of autonomy, individual ownership, and exclusiveness must be replaced by values of cooperation, access, experimentation and good use of available technology. However, cooperative collection development does not reduce a library's responsibility to continue its support, with local collections of the routine needs of its client groups. The goal of cooperative collection development is to extend local capabilities and ensure availability of materials outside of these routine needs.

The Building Blocks or Essential Elements of Cooperative Collection Development

1. The first building block is a review and analysis of individual library practices to provide assurance that cooperative discussions are starting with sound information and well managed local situations. Four areas deserve attention: collection philosophy, book fund allocations, acquisition policies, and decision-making apparatus. Collection philosophy means the values and goals that shape individual selection decisions. Important here are programs and missions of the parent institution, the history and character of library support for these programs, as well as the personal values and interests of the individuals making the decisions. Fund allocation for library materials is also a central management question. How is the allocation determined? And subsequently how is it divided among subjects and form of materials? The pattern at most libraries is an historical one, which means an incremental adjustment is made to last year's allocation. This may be easy to execute but avoids the important issues of library response to changing program and user needs. The acquisition policies at the local level need to be spelled using terms and definitions that are agreeable among the participating libraries. What is called a research level of collection intensity should be understood and used consistently by all. Without formally prepared policies that are communicated there is no hope for coordinated collection development.

Decision-making refers to the way important issues are examined in the process of managing the collection. Who is involved using what information? Important here are the range of collection related decisions: allocation, selection, deselection, preservation, length of loan, type of loan and so forth.

2. The second building block is collection description and assessment. While written collection development policies may exist, they do not describe what may exist already in the collection or ensure that the selections made on a current basis are the best ones. Thus some better understanding of the strengths and weaknesses of the collection is needed.

For many libraries, the initial step of preparing a detailed collection description is quite difficult. It often involves a physical count of volumes or titles by subject or L.C. class. Our new automated systems promise new capabilities. Libraries that compile these counts have been able to see and understand trends in their collections, and the resulting data have allowed them to identify needed changes in purchasing patterns. For several years, many of the larger ARL libraries have participated in a national shelf list measurement project. Through this coordinated effort, they have developed a basis for internal collection description and for comparisons among libraries in specific subject areas. I am reminded of the splendid work done locally in this respect. The 1975 survey by Jenny Preston for the Cooperative Selection of Materials project for the St. Louis area illustrated the benefits as well as the problems of regional collection description.

Beyond the description process, assessment of collection effectiveness presents another challenge. The most common type of assessment is the comparison of portions of the collection with standard or specialized bibliographies or printed catalogs from specialized libraries. Another approach to looking at collection is client-centered assessment, which is oriented toward defining how well the collection is serving the specific, identifiable needs of current users. User surveys are typically carried out to develop an understanding of users' perceptions of the collection's success in fulfilling their needs.

Some libraries have supplemented surveys with studies of user characteristics and success and with studies of how the collection is used. These utilization studies can determine what parts of the collection are used, who uses various types of materials, how often materials are used, and what parts of the collection are not used. Such studies have supported decisions regarding collection policy, selection, weeding, storage, and duplicate purchases.

As libraries are less able to aspire to self-sufficiency in their collections, assessment efforts are being directed toward the access issue. Particularly for less-frequently-used or expensive material, libraries are assessing their success in terms of availability from the library community.

3. The third building block in cooperative collection development is institutional commitments. Patterns of collecting responsibility need to be spelled out with information on the operation of these responsibilities readily available. For example, if a library assumes primary collecting responsibilities for a subject, geographic area, or form of material, then their acquisition practice must be consistent and reliable, the materials available in good condition, and changes in collecting policy not made without a due process of notification of colleagues. This calls for more than a handful of librarians agreeing that cooperation is good. The institution must make the commitment and this should be achieved through an institution-wide exploration of advantages and disadvantages of cooperative endeavors. Thus, incentives must be well articulated so that non-librarians appreciate the values. While these commitments need to be made, it should also be recognized that flexibility is important to allow library response to changing user needs and institution programs. Finally, a balance must be secured between collective responsibility and institutional autonomy. This can occur when the intention and limitations of both are clearly understood.

4. The fourth building block is development of sophistication in dealing with the user. The goal of any profession is to define their clients' need more effectively than the client does. The librarian needs internal information generated on user patterns, successes and failures, and subject interests. We as librarians should know more than

anyone else about the way users appraoch the information they need. With this knowledge, we can promote user sophistication particularly when it comes to supporting coordinated collection development. A sophisticated user requires a rationale for participation, understanding of tradeoffs, a timely response to failures and problems as they occur, and an appreciation of added capabilities.

Proposal of a Long-Range Goal:

The design of a Missouri Cooperative Collection Development Strategy originating in the area networks but with implications for the state as a whole.

The MISSOURI LIBRARIES NETWORK PLAN was adopted by the Missouri Library Association Sept. 30, 1977 and endorsed by the Coordinating Board for Higher Education Dec. 10, 1977. The general purpose of the Network Plan is "to make information resources available to every Missouri citizen through cooperation of all types of libraries."

The plan set the stage for the organization of the seven area networks--what is referred to as the local networks. Six of these networks are organized and operating; the seventh is being organized.

The Missouri Libraries Network Board is composed of a representative from each Area Network and that Board has moved on the recommended agenda of the Sept. 1977 document.

This agenda includes the following:

1. Organize within each area network an inter-library loan network which will ensure

that resources locally and regionally available are tapped prior to sending requests outside the area network region.

2. Develop a statewide machine-readable data base of library materials. Two studies have been commissioned, one by Becker and Hayes and the other by King Research. A third activity is occuring now, namely, bids have been received for the formation and setting up of a structure for a not-for-profit corporation the Missouri Network Corporation, which would operate the statewide bibliographic data base and its products.
3. Develop a statewide delivery system for transfer of library materials from one library to another. Such courier services are now operative within six of the seven area networks, the most recent being that in the Kansas City Metropolitan Library Network.

It seems to me that if all of the above are in process--as indeed they are--it might make sense to talk about promoting the development of a statewide cooperative collection development project in each area network which might result in a statewide cooperative collection development plan within two years.

This notion has been presented to and approved by the Missouri Library Association based on the following rationale:

1. A major justification for the statewide bibliographic library data base is its value as a tool in cooperative collection development; its use in identifying materials currently held in the area networks is obvious.
2. Every type of library--school, public, academic and special--needs collection development policies today which meet at least the following criterion: "A policy is cost-effective both for the institution and the area network of which the institution is a part, because it has the quality of cost-avoidance based on cooperative collection development activities and policies."
3. Such a program would reinforce cooperative collection development projects which may already be underway in the state.
4. It would give special attention to the problems, barriers and opportunities common to each type of library and at the same time explore the problems, obstacles and opportunities of different types of libraries as they try to relate to collection development policies within an area network.

The workshops at this conference are designed as a first step toward arriving at the goal of a statewide collection development plan within two years. We want to engage you directly in a meaningful discussion of the topic.

This workshop in turn should equip you to return to your area networks, and through the networks organize yourselves to begin the process and projects which make sense to them in your local situations. The importance of the conference workshops is to start everyone at the beginning--recognizing that an understanding of the many parts of the process and the many possible products is essential. Otherwise, people may go in all directions without a realization and commitment to the overall task at hand.

The area networks would then be able to present to the Missouri Libraries Network Board the results of their efforts and use the MLNB as the vehicle for coordinating these efforts in close collaboration with the Missouri Library Association which has served as the planning organization for the State Library for many years.

The Objectives of the Divisional Workshops

1. Explore collection development as currently understood as a process with certain products such as procedures and policies, with application to each area of public libraries, special libraries, school libraries and academic libraries.

2. Share selected materials and information on current collection development and other examples of cooperation efforts, e.g. handbooks, forms, organizational suggestions for different-type and size libraries, reports of local cooperative projects which are underway.
3. Identify barriers and obstacles to cooperative collection development among
    a. Single type libraries
    b. Multitype libraries
4. Development strategy or identify first steps for bringing this information to local networks.

Conclusion

Today we are attempting to explore the possibilities of cooperative collection development. This is not an attempt to force you to accept a grand design prepared elsewhere. Such a grand design does not exist. The Missouri library community has distinct strengths on which to build a unique collaborative endeavor. The seven networks are a beginning point from which the several workshops can create a unique approach to the challenge of cooperation. I look forward to working with you in this endeavor and to hearing the results of your discussion.

Attachment on Selected Reading

An Inventory of Landmark Collection Studies and Important Cooperative Endeavors

1. Use of collection studies

Fussler, Herman and Julian Simon. *Patterns in the Use of Books in Large Research Libraries*. Chicago: University of Chicago, 1961.

Galvin, Thomas J. and Allen Kent. "Use of a University Library Collection." *Library Journal* 102:20 (November 15, 1977), 2317-2320.

"Pittsburgh University Studies of Collection Use: A symposium." *Journal of Academic Librarianship* 5:2 (May 1971), 60-70.

University of Pittsburgh. Graduate School of Library Science. *A Cost-Benefit Model of Some Critical Library Operation in Terms of Use of Materials*. Pittsburgh: University of Pittsburgh, 1978.

Ettelt, Harold J. "Book Use at a Small (Very) Community College Library." *Library Journal* 103:20 (November 15, 1978), 2314-5.

Trueswell, Richard W. "Determining the Optimal Number Volume for a Library's Core Collection." *Libri* 16:1 (1966), 49-60.

Trueswell, Richard W. "Growing Libraries: Who Needs Them? A Statistical Basis for No-Growth Collection." *in* Gore, Daniel, *Farewell to Alexandria*. Westport CT: Greenwood, 1976.

Turner, Stephen J. "Trueswell's Weeding Technique: The Facts." *College and Research Libraries* (March 1980), 134-138.

Association Colleges of Midwest: *Measuring the Circulation Use of a Small Academic Library Collection: A Manual*

2. Collection description and measurement
    a. Goldstein, Marianne and Joseph Sedransk. "Using a Sample Technique to Describe Characteristics of a Collection." *College and Research Libraries* 38:03 (May 1977), 195-202.
3. Access and user success studies
    a. Kantor, Paul B., "Vitality: An Indirect Measure of Relevance." *Collection Management* 2:1 (Spring 1978), 83-95.

b. Lancaster, F.W. The Measurement and Evaluation of Library Services. Washington, D.C.: Information Resources Press, 1977. Chapter 5: "Evaluation of the Collection."

c. White, G. Travis. "Quantitative Measures of Library Effectiveness." Journal of Academic Librarianship 3:3 (July 1977), 128-136.

SUMMARY

ACADEMIC LIBRARY WORKSHOP

INTRODUCTION

The Academic Library Workshop began with Duane Webster reviewing current cooperative collection development and outlining the planning process to be used in the workshop. Following this introduction, small groups were formed to discuss and report upon a series of assignments.

Webster cited six authors associated with new patterns of research on library collection use. The first, Joseph C. R. Licklider, states that the core collection in any field is probably only 10% of what is available in that field. Richard W. Trueswell's work shows that 20% of the material in a collection contributes to 80% of its use and that the most recent circulation of a title is the best predictor of its future use. Herman H. Fussler is known for his methodology of use studies and the hypothesis that most research material is never used. Paul B. Kantor has studied user satisfaction and success and believes librarians need to understand this process to pinpoint failures and be able to respond. Allen Kent thinks that if library materials have not been used in the last two years they probably will never be used, and since the bulk of holdings in research libraries is never used, he finds the cost effectiveness of maintaining a research collection hard to justify. The Association of Colleges of the Midwest is putting together a manual for small research libraries to do their own user studies. The manual will be available next year.

There appears to be a developing professional interest in the collection process as evidenced by discussion groups in the American Library Association (ALA), national workshops, and the Office of Management Studies' Collection Analysis Program. Librarians are asking questions such as, what are the best collection principles to follow? Who should be involved in the collection decision-making process? Who is affected by collection development decisions? What impact will these decisions have on a library's staff, patrons, services? ALA's Resources and Technical Services Division (RTSD) is developing guidelines for deciding levels of collection intensity. The Machlup study looked at the impact of reduced acquisitions funds on the support of academic research and found that serials budgets are having to be increased to handle the increased subscription costs, especially of science journals. As a result, the fact that monographic budgets are being cut affects the humanistic disciplines most directly. The Cornell study done with Mellon funding was aimed at developing a planning process for deciding which material should be moved into storage.

Regional and national planning are illustrated by the expanding number of consortia, by institutional commitments made in the Research Libraries Group (RLG), and by cooperation between public and private institutions such as Berkeley and Stanford in the San Francisco Bay area and the University of North Carolina, Duke University, and North Carolina State University in North Carolina. Related activities include the plans for a National

Periodicals Center, the New York Metropolitan Reference and Research Library Agency (METRO), and Five Associated University Libraries (FAUL).

GROUP PROCESS

The workshop participants were divided into twelve groups according to their location within Missouri regional library networks. Each group engaged in a three part planning process: situation analysis, needs assessment, and action assignment.

The first assignment was to discuss the following questions and report to the larger group.

1. What does cooperative collection development mean to you in your region?
2. What is happening in your area now? What needs to happen? What influencing factors, opportunities are there?
3. What are the target areas for improvement?

The responses to these questions focused on the needs of the participating libraries. Improvement of communication within and among libraries was seen as necessary. Most regions wanted to start at a simple beginning level, improving the way in which libraries study their own collections and how the collections reflect user needs. A commitment on the part of the administration and parent institution must be built and communicated to the staff and faculty. Regional task forces would have to be set up: to discuss joint ownership, storage, and division of subject area coverage, to share management data, to exchange collection development statements, to circulate acquisitions lists, to develop effective delivery systems, to survey existing resources, to identify unique collections, and to share circulation policies, etc.

In the second assignment the groups were asked to identify the goal most important for each region, listing the obstacles and incentives as well as determining ideas for achieving the goal. Webster asked that force field analysis be used to complete the assignment. In this type of analysis one must identify the processes working on the current situation that could make it worse if there were not at the same time identifiable forces working on improvement or achievement of a goal. Identification of these forces is necessary so that one can reduce the negative forces and strengthen the positive ones. This analysis breaks a problem into manageable portions so that project ideas leading toward a goal can be specified.

The twelve groups identified the following goals.

1. Identifying collection strengths and weaknesses beginning with a comprehensive, standard description of each collection.

Positive Forces

Network exists as forum.

Talented people in network.

Interlibrary loan costs can be saved.

Negative Forces

Collections not well described.

Lack of time.

No standard classification scheme.

Need to demonstrate value.

Need long-term commitment.

2. Setting up a regional communication structure.

Positive Forces

Network already exists and has an inter-library loan courier and communication system.

Conviction that libraries need to deal with problem.

Negative Forces

Different goals and needs.

No experience.

Feeling that large libraries give and small libraries take.

Unwritten collection policies.

Political problems.

Time.

3. Communicating information about new serial titles and cancellations.

Positive Forces

Use of management data.

Negative Forces

4. Inter-network sharing.

Positive Forces

Libraries willing to share.

Realistic view of problem.

Negative Forces

Money.

Autonomy.

Individual libraries want to own complete collection.

Need to convince faculty.

5. Improving the librarians' attitudes.

Positive Forces

Many libraries willing to cooperate.

Formal and informal agreements concerning collection development already exist and can be pursued.

Resources such as OCLC and the Missouri Union List of Serials Publications (MULSP) already exist and can be used for collection development.

Negative Forces

Physical isolation of librarians in rural regions.

Mental isolation of librarians.

Lack of professional training and outlook among smaller school and public libraries in the area.

6. Examine the problems of net lenders and discuss remedies.

Positive Forces

Good public relations for libraries to loan materials.

Knowledge of other collections gained.

Need to provide information to all.

Negative Forces

Copyright law.

Xerox costs.

Circulation/loan policies for special materials.

Fees.

7. Providing union catalog access.

Positive Forces

Negative Forces

Lack of staff.

Access a problem even if location known.

8. Sharing serials by assigning subject responsibilities.

Positive Forces

Network exists.

MULSP exists.

Some delivery systems exist.

Serials costs forcing cooperation.

Negative Forces

Copyright.

Ease of access.

Library loan policies.

Time.

Staff turnover.

Curriculum changes after initially identifying responsibilities.

MULSP not complete.

Need for reader printers.

Little university understanding and support.

Different user needs.

9. Cooperative purchasing.

Positive Forces

Access to resources beyond the core collection.

Lack of space.

Ability to concentrate on a committed area.

Contribution possible from small libraries.

Usage increases.

Negative Forces

Ease of access.

Uneven budgets.

Different administrations and philosophies.

Possible conflicts with vendors.

On-going monitoring.

10. Cooperating when faced with elimination of a major subject area or collection in the area.

Positive Forces

Network exists.

Contribution from all types and sizes of libraries.

Negative Forces

Different administrations and philosophies.

The third assignment was to define an action plan to achieve each of the goals identified in the second assignment. The activities were to be listed in chronological order with responsibilities assigned to participants in the cooperative plan and a schedule for achievement.

These plans were proposed:

1. To promote continuing education activities.
    a. Identify concerns through a survey.
        1. Set up a committee. Target date: immediately.
        2. Identify participants. Target date: one month.
        3. Prepare survey. Target date: one month.
        4. Conduct survey. Target date: two months.
        5. Evaluate and report results to area librarians: Target date: two months.
        6. Make recommendations for a program or programs based on results. Target date: two months.
2. To set up a communication structure.
    a. Establish task forces to continue discussion begun here and identify which libraries in the network(s) have written collection development policies so that these policies can be shared. Target date: six months.
    b. Identify participants.

   c. Set up a standing committee on collection development.
   d. Plan network workshops for collection development discussions.
3. Lending and sharing.
   a. Develop a policy and procedures manual. Target date: six months.
   b. Provide a copy of MULSP and an OCLC terminal for each community which has a member library in the network. OCLC terminal to be funded by the state. Target date: two months for MULSP, five years for OCLC.
   c. Exchange existing Computer Output Microfilm catalogs as a prelude to a union catalog. Target date: 1981 or 1982.
   d. Work for the establishment of a statewide bibliographic database to be subsidized by the state legislature: Target date: five years.
   e. Obtain grant money to fund expansion of network services relating to cooperative collection development. Target date: 1981.
4. Collection analysis.
   a. Establish committee to produce a comprehensive standardized description of each library's collection in the network. Target date: one month.
   b. Develop project rationale. Target date: one month.
   c. Define subject interests. Target date: one month.

   d. Design planning process. Target date: one month.
   e. Survey the literature. Target date: three months.
   f. List data to collect from libraries. Target date: two months.
   g. Agree on a standard format for describing each item. Target date: one month.
   h. Survey area libraries. Target date: six months.
   i. Write directory of network collection development librarians. Target date: immediately.
   j. Write individual collection policies for each institution and exchange them. Target date: immediately.
   k. Make a title count in each subject area. Target date: six months.
   l. Study ILL strengths and weaknesses. Target date: six months.
   m. Develop use statistics.
   n. Inform library staff, university faculty.
   o. Perform a pilot study of collection strenghts and weaknesses and share the results. Target date: seven months.

5. Cooperative purchasing.
   a. Limit project to geographic area.
   b. Survey area for commitments.
   c. Formulate pilot groups to do pilot projects.
   d. Work out legal, budget, and access problems.
   e. State philosophy, objectives, and commitments.
   f. Periodically evaluate and report on projects.

6. Plan a pilot project on cooperative collection development in the metropolitan area to develop a model for cooperative collection development based on a specific recognized need, e.g. a subject deficit resulting from the elimination of collecting materials in a specific subject area(s) by an individual institution.
    - a. Identify an outside consultant and representatives from all types and sizes of libraries in the metropolitan area to participate in the project. Target date: January 1980.
    - b. Secure grant funds. Target date: January 1980.

After sharing these assignment results with the group as a whole, there was a general feeling that the workshop had been productive and would serve as the basis for specific action the networks would take to develop some of these specific suggestions for cooperative collection development.

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PUBLIC LIBRARIES AND COOPERATIVE COLLECTION DEVELOPMENT

Henry E. Bates, Jr.

Introductory Remarks

After hearing Duane Webster earlier this morning, I can only reiterate again the importance of coordinated collection development for all libraries. In the cooperative policy statement signed by participating libraries in the Library Council of Metropolitan Milwaukee area, its first paragraph summed it up:

> "Today, no library can be . . . libraries."

Further on it says:

> "The committee's goal is to eliminate unnecessary duplication of purchases and to broaden the base of library materials available in the Milwaukee area by making plans for long-term future collection development."

This statement, which is in your packet of materials, stresses coordinated collection development. What also *must* be stressed is an individual institutional commitment to access. The right of access, along with speedy document delivery, is essential before any library will significantly change their buying habits. So, coordinated collection activities engender a cooperative activity far beyond its purpose.

It is our intention this morning to break into groups by area networks to discuss the advantages and disadvantages of cooperative collection development. One caution please, don't use the excuse that without a computerized data base of the bibliography holdings of an area, no work can begin. Believe me, it can.

Summary

The Workshop participants were divided into groups according to their location within the Missouri area Library Networks. Each group engaged in a three-part planning process: situation analysis, needs assessment, and action assignment.

The first assignment was to discuss the following questions and report to the larger group.

1. What does Cooperative Collection Development mean to you in your region.
2. What is happening in your area now? What needs to happen? What influencing factors, opportunities are there?
3. What are the target areas for improvement?

In the Northwest Network, a long-range plan endorses the concept of cooperative collection development. Its network office plans to develop an instrument to do an analysis of the non-fiction collection of those libraries wishing to participate. Some libraries are currently working on local union lists of periodicals. In the St. Louis area, in 1975 a study of over thirty libraries briefly described and identified five levels of collection intensity. The Southwest Network is developing plans for printed union periodical and monograph catalogs. In mid Missouri four libraries are cooperating on the acquisition of periodicals and is working to publish a periodicals directory as well as a directory of business resources. The Northeast Network is developing a union catalog of new acquisitions in seven public libraries and an integrated listing of the shelf list of each of these libraries for the statewide library. In the Kansas City area, several public libraries have been reviewing their basic book collection and reading materials. Some information was shared about current collection development policies; many of them feel the need for either initiating or revising collection development statements for written form. In general while there have been some significant cooperative projects in some of the networks, a fresh look at the meaning of cooperative collection development is timely.

There was general agreement that the existence of a Missouri Library Data Base would work hand in hand with the development of written collection development policies. Several participants in the public library workshop discussion groups felt there was a need for a program developed through the area networks to encourage coordinated activity to develop written collection development policy statements in the public libraries. Without such documentation, it would be difficult to identify those areas where by mutual agreement certain libraries might increase or decrease collecting in a certain area with the assurance that their patrons would have access to materials in cooperating libraries. A by-product of the development of written collection development policy statements for each library in an area network would be the identification of needs in the area that are not being met and for which there is a consensus that they should be met. Written collection development statements would also allow individual libraries planning to change the focus of their collecting in a certain area to communicate such plans on a network-wide basis and to seek reaction from area libraries on the impact of such a change. In connection with weeding of current collections, some interest was expressed in developing a network overview of the impact of weeding of individual collections and the possibility of the network providing storage facilities for some of the weeded material. The use of statistical information from the interlibrary loan activity among network libraries could provide justification for individual libraries increasing their collection emphasis in areas for which a library is requesting a large amount of material. It was agreed that the value of the workshop was to identify the level of concern in the varying levels of concern in approaching cooperative collection development as a process for which a methodical approach should be taken in each of the area networks. Communication of this willingness through network newsletters will then enable libraries to begin a pilot project in each network which would take advantage of the experience gained from past cooperative projects and build on the interlibrary loan delivery services which may be operating. A process which would allow the establishment of a pilot project would incorporate a comprehensive standardized description of each participating library's collection. Many issues were raised which would effect the way in which individual libraries might use the standardized information, but without such uniformity in proceeding to describe present collections, it would be difficult to do any long-range planning.

Conclusion

I have been really impressed with the fruitful discussion that occurred during the morning and afternoon sessions. The Northeast Council suggested that the small libraries concentrate in a certain area so their collection could be comprehensive enough to serve the "serious" student. That's basically the principle of cooperative collection development. The Southwest group was wondering out loud about analyzing their interlibrary loan requests which could show weaknesses in their monographic holdings. Also, they are recommending a committee be appointed to move toward goals and objectives in coordinated collection work. The Northwest area is ready to work on signed agreements among its member libraries. They will identify resources and not specialize at the moment.

The St. Louis area is also concerned about identifying resources and levels of concentration. They would like to expand and update the 1975 collection development statement. Mid-Missouri would like to offer cash incentives for coordinated collection building.

I will be bringing all your recommendations to Mary Cronin, who will bring together all of the interest group recommendations in her wrap-up talk. It certainly has been a pleasure to observe your interest in the subject. The barriers, as discussed this morning, don't seem insurmountable. If the Greater Milwaukee area can do it, the whole State of Missouri, through its area networks, can succeed.

Again, thank you for having me lead your session.

SPECIAL LIBRARIES WORKSHOP REPORT

Barbara Robinson

Introduction

The creation of a state-wide network plan is important for the future of library services in Missouri. Our puspose is to take that plan, endorsed by the Missouri Library Association and approved by the Coordinating Board for Higher Education, and to focus on cooperative collection development through the area networks to develop a state-wide plan within two years. Each of you is expected to work through your area network. (It goes without saying that one must be a member of the network to be able to work effectively.)

This is a unique opportunity for libraries in Missouri because all libraries in the state are starting the process at the same time. Currently in process in Missouri is the development of a state-wide machine readable data base of library materials, coupled with a state-wide delivery system. The move that you are now participating in is the effort to organize within the state, a network that can tap local, regional and state resources first before turning to interstate and national resources. This is one of the first coordinated state-wide efforts in the United States. It is a special event for special libraries because special libraries are being treated as equals among all types of libraries. Special library cooperation is nothing new. Marcy Murphy in her 1976 study of Networking Practices and Priorities of Special and Academic Librarians: A Comparison (Illinois Graduate School of Library Science, Occasional Papers 126:23, December 1976) pointed out that special libraries are involved in networks in order to use interlibrary loan services/reference services.

Cooperative collection development is the result of looking at collections regionally rather than within a single institution. It is a voluntary effort which can lead to long term contractual commitments among libraries in a region. Cooperative collection development also assumes that small libraries as well as large libraries have unique materials to share. It requires each institution to make use of the several building blocks which Duane Webster, the keynote speaker, outlined:

1. Establishment of a collection philosophy; i.e. how acquisitions funds are spent and how the decisions for selection are reached.
2. Collection descriptions which follow a prescribed format among all cooperating libraries.
3. Institutional commitment which strikes a compatible balance between collective responsibility and institutional autonomy.

4. An understanding of user needs.

Cooperative collection development obviously requires the following support information and mechanisms. Through an on-line catalog which is built by a sharing of library materials residing in a network's libraries, citizens, educators, businessmen, researchers, civil servants can identify, locate, request and borrow those library materials they need beyond what is available in their respective library of first instance. By studying the requests over a period of time, area libraries can have new information as to how they might use their purchasing power even more effectively. Besides, the cost-avoidance resulting from such cooperative endeavors is particularly attractive in a period of declining resources even for special libraries.

Cooperative collection development is possible. It is being done in Milwaukee. In New York City, METRO, the library cooperative has a pot to which participating libraries contribute to purchase materials and a second list of expensive acquisitions purchased by any participating member is published by METRO to advertise the availability of those resources in the region so that other libraries need not make a similar purchase.

But it is your experience and knowledge that we want to draw on today to describe the current situation, to identify problems and obstacles to the development of a Missouri state-wide cooperative collection development plan and to develop strategies for achieving them within the next two years in each of the area networks.

Summary

Barbara Robinson, Director of the Metropolitan Washington Library Council, led the workshop for special libraries. For those participants who were not present for the keynote address by Duane Webster the previous day, Robinson reviewed Webster's comments on collection development. She also reviewed the organization of the Missouri State networks, emphasizing communication within and among networks across all types and sizes of libraries, and then outlined the structure and procedures of the three-phase workshop.

Following the format used in the other workshops, participants arranged themselves into six working groups which were not based on size, type or network of library. Each group assigned a recorder to keep notes, a reporter to report orally on the actions and discussions of the group following each phase, and a timekeeper. In Phase I, Robinson directed each group to discuss current developments, both encouraging and discouraging, in cooperative ventures within the participants' own geographic and subject areas, to state what problems were being encountered, and to identify some goals which might be accomplished. During Phase II each group identified barriers and incentives for meeting several of the goals identified in Phase I. In Phase III, each group selected its top-rated goal and developed an action plan for accomplishing that goal. The plan was to be as concrete as possible in identifying specific activities, the group or person responsible for completing them, and deadlines (or a schedule) by which such activities should be accomplished.

Among the many cooperative developments reported by participants in Phase I, are the following:

The University of Wisconsin at Milwaukee is involved in the LCOMM (Library Cooperative of Metropolitan Milwaukee) which includes a Coordination Collections Committee for the four county Milwaukee Area. This Committee identifies strong subject collections within the network, thus enabling other cooperating libraries to stop collecting in that subject area. These resource centers are selected on the basis of depth and currency of material, number of titles, and number of serials in the collection.

The American Optometric Association Library turns to the Association of Vision Science Librarians for cooperation and discussion of problems.

The Missouri Institute of Psychiatry, Petrolite Corporation and other special libraries use the Missouri Union List of Serial Publications to decide what to add or drop from their journal collections. They look forward to establishing a formal agreement on journal selection with other area libraries whose collections may overlap with their own.

The Federal Reserve Bank of St. Louis, Pet, Incorporated, May Company Department Stores Corporation, St. Louis Art Museum Library, and Ralston Purina have formed a cluster group to share an OCLC terminal for cataloging and interlibrary loan.

Linda Hall Library participates in a courier loan program among various Kansas colleges and universities up to 200 miles away. This program has been in existence for the past 14 years. The University of Missouri--Kansas City Libraries are very selective in purchasing science materials because of the unusually strong science collection at Linda Hall Library.

Libraries in the St. Louis area have compiled a list of libraries which own G. K. Hall catalogs. At one time there was some cooperation in responsibility for buying catalogs, but now this project consists only of a printed list of the catalogs, their ownership and location.

Missouri State Library no longer subscribes to popular journals and has withdrawn and dispersed its fiction collection to public libraries throughout the state.

The groups identified many barriers to cooperation, notably the following:

1. Special libraries often must set their own institutional priorities at the expense of cooperation with similar and other types of libraries.
2. Large libraries fear that being a net lender in the loan process will require time and expense that they cannot afford.
3. Libraries cannot cooperate effectively until communication channels are established.
4. There is a risk of becoming too dependent on one institution.
5. Changing priorities make long-term commitments difficult to maintain.

6. Some libraries do or must limit personal access to their collections because of geography, hours of operation, lack of awareness on the part of the patron that a collection exists, or policy restrictions.
7. Libraries lack a standard method for identifying and evaluating special collections.

Among the goals identified in Phase I were:

1. Improve communication and cooperation among libraries to determine the need for specialized subject collections within communities.
2. Develop sharing or weeding on a local level.
3. Develop awareness of what special libraries have, and make special libraries more active in any collection cooperation.
4. Survey existing collections for strengths and weaknesses.
5. Develop formal agreements for collection development, especially for serials.
6. Develop cooperative use of OCLC for small libraries.
7. Identify holdings, preferably through a statewide bibliographic database.
8. Update and improve current holdings tools such as the Missouri Union List of Serial Publications.
9. Identify subject collections and publish a directory.
10. Identify the depth of collections rather than merely the scope.
11. Develop access to the collections identified, including loan agreements and document delivery service.

In Phase II, the barriers and incentives to collection development were identified. Barriers usually far outnumbered incentives in number if not importance, and included:

1. It is a great deal of work to assess collection strengths and weaknesses, and there are presently no standards for such assessment.
2. The work requires a time commitment which most understaffed libraries cannot afford to make.
3. Libraries with similar collections often are not located in close geographical proximity, making sharing a time-consuming prospect for librarians and patrons.
4. A net lending library can be overburdened with work.
5. Libraries lack consistent policies concerning lending of materials.
6. Libraries lack experience in cooperation.
7. Libraries want to maintain local autonomy.
8. Some primary users demand immediate access to their own holdings and will not tolerate cooperative loan agreements.
9. Conflicts might arise when profit-making organizations are asked to provide information to competitors.
10. Some libraries have a very narrow collection emphasis.
11. Some libraries lack the ability to commit funds to a collection beyond what its primary users require; some are unable to fund collections improvement.
12. Clientele of some libraries demand duplication of materials regardless of any cooperative agreements.

13. There are uncertainties regarding the copyright law and its effect on the copying of material for other users.
14. Whether public or private, all libraries must live with uncertain funding.
15. Missouri lacks a regional Federal documents depository.
16. The various automated systems used at present are sometimes incompatible.

The incentives for collection development included:

1. Ability to tap other collections besides one's own.
2. Savings in cost and space in not having to duplicate expensive or larger sets.
3. Better communications among all participating libraries, and reduction of time to borrow materials.
4. Better overall service to patrons by increasing the number and variety of services which a single library cannot provide and by providing access to other subject collections.
5. Greater accessibility and availability of materials.
6. Greater peer support and cooperative expertise.
7. Quick response to changing subject emphases.
8. Weeding becomes easier.
9. Better time management and productivity for all involved.
10. Better awareness of what other libraries have and can provide.
11. Spending reduced for retrospective materials.

12. Can have an influence on publishers toward producing better quality materials for sale.
13. Networks are already in place to provide the framework for cooperative efforts.

In Phase III, each group selected its top goal and analyzed it in terms of an action plan. Goals included:

I. Update and improve local and regional lists of holdings.
II. Involve special libraries who have proprietary information barriers.
III. Develop formal agreements for cooperative collection development.
IV. Identify special collections, including their depth and scope.

Potential activities and responsibilities for achieving those goals are outlined below:

I. UPDATE AND IMPROVE LOCAL AND REGIONAL LISTS OF HOLDINGS

1. Identify libraries and resource centers and leaders to form a committee; identify the state of the art through a literature search.
2. Develop standards, formats and guidelines; develop scope of listings with an eye toward expanded cooperation across geographical areas and types of libraries.
3. Assess individual collections.
4. Collate and distribute the new lists.

Responsibility lies with the networks, the committee formed to do the study, and individual libraries and their staffs.

II. INVOLVE SPECIAL LIBRARIES WHICH HAVE PROPRIETARY INFORMATION BARRIERS

1. Define the need for collection development on a cooperative basis. Gather statistics which identify the need. The networks may have statistics which have identified problems in working with special libraries.
2. Develop and present to management a statement of needs and solutions for cooperative collection development.
3. Identify the advantages of cooperation to management. Develop a "protection of security" agreement which would both guarantee the security of proprietary information and provide cooperative access to non-proprietary data.

III. DEVELOP FORMAL AGREEMENTS FOR COOPERATIVE COLLECTION DEVELOPMENT

1. Survey present informal agreements.
2. Develop guidelines for cooperative collections development formulated from the survey.
3. Review and evaluate guidelines.
4. Develop formal agreements.

Responsibility rests with the local network and its participating members.

IV. IDENTIFY SPECIAL COLLECTIONS INCLUDING THEIR DEPTH AND SCOPE

1. Form a representative committee to include all Missouri networks.
2. Determine sources of funding for the evaluation process.
3. Employ an evaluation coordinator and design consultant.

4. Disseminate evaluation program.
5. Collect data locally.
6. Collate and distribute the data.

Responsibility lies with the Special Libraries Association to start the process, and with the representative committee, the evaluation coordinator, and individual libraries.

Betty Reynolds
then Head Cataloger,
University of Missouri-
Kansas City Library
now Head of Technical Services
New Mexico Institute of
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SCHOOL LIBRARY WORKSHOP
PATRICIA MAUTINO

My purposes in working with you today include:

- To help the Missouri Library Association (MLA) bring all types of libraries together to look at why and how sharing makes sense and to create an umbrella for cooperation;

- To relate experiences, including obstacles and successes, which we are having in New York State;

- To personalize this subject to you, the school librarian; and

- To help you look at strategies for a possible first step toward eventual regional and statewide networks.

For purposes of your awareness level, let us ask "What is cooperative collection development?" One simple definition could be: a group of library institutions applying a systematic planning process which will lead toward shared resource acquisition and access, while limiting unnecessary overlap, duplication, and gaps.

Why should you consider this concept or proposal? To recap several of the key points made yesterday by Duane Webster, the following issues seem to lend overwhelming emphasis to the need for such a proposal:

1. We face an extended period of reduced purchasing power.

2. Increased specialization in resource acquisition is a factor.

3. Declining financial support exists and is to be expected for the forseeable future.

4. Costs are spiraling.

5. The information explosion is well known and accepted by the library community.

6. A continuing need for improved bibliographic access is recognized.

Fundamental to the effort of cooperative collection development is the notion of cooperation at all levels. The general goal is to extend local capabilities and assure provision of routine materials.

Cooperative collection development should be seen as a process. It might be further understood by grouping procedures into three phases.

Phase one would involve introductory investigation, including a review of library goals/objectives and a study of environmental pressures for change: trends in resource sharing, publishing, economics, curricula. Further, an examination of the historical development of the collection would be undertaken to cite its strengths, weaknesses, physical demensions, and major components.

Phase two moves us to review collection development operating practices. Here we look at selection policies and practices; study organizational and staffing patterns for collection activities; assess acquisition operations, gifts and exchange programs; review fund allocations in terms of needs; and cite criteria used for decision making.

In phase three an agenda for action is developed. This agenda will recommend changes, strategies, timelines, responsibilities, and pilot testing, with the overall end result being that of a comprehensive plan.

MLA is the planning organization for the State Library agency. A general proposal has been set forth: To design a Missouri cooperative collection development strategy for implementation through the seven Area Networks over the next several years. This is the long range goal.

The first step, following this Conference, is to have you return to your Area Network and participate in such planning directly.

May I now begin to share with you some of the background on New York and its libraries?

We have a proud history of library development and service in New York, including now pioneering efforts for resource sharing and library service to all our residents.

In reviewing several of the handouts which I have distributed to you, you will gain an understanding of our existing library system configurations, principally the twenty-two public library systems, which had their beginning in the early 1950's, and the nine Reference and Research Library Resources Systems (3 R's) which were initiated in 1973 and gained statutory status in 1978. Together these thirty-one systems link New York's public libraries, academic libraries, and special libraries.

System services which are extended to member institutions from the above include interloan of materials, technical services, consultant services, cooperative acquisitions, shared data bases, client programming, training for staff and inservice, central - backup - specialized collections.

What has been missing in New York's network design prior to 1978 is the involvement of the school library. Expanded system thinking was launched, including pilot programs to initiate school library system development and inter-system interface, as a result of a successful statewide legislative effort. Through Chapter 787 of the Laws of 1978, the demands for more and better library service, while using what presently exists more fully, are hoped for with this pioneering legislation. Our Oswego County School Library System Pilot Project is one illustration of the result from this legislation.

I now want to detail for you the specifics of our project and results from the first year of such operations in New York State.

Oswego County is typical rural America with a population of approximately 100,000 people. While basically agricultural, two small cities do exist, providing a modest amount of industry. We have a high unemployment rate, almost non-existant racial distribution, minimum cultural benefits, and an educational background indicating 50% of the adult population to lack a high school diploma. Strong advantages abound, however, in that the people of Oswego County embody traditional values, a strong work ethic, loyalty, perserverance, and a high people-to-people orientation. It is a place where things can happen and work gets done. Geographically we are located approximately 25 miles north of Syracuse, New York in the central part of the state.

Schoolwise, we include approximately fifty buildings in the various nine independent school districts; educate some 27,000 students, k-12; employ collectively 1600 teachers; and boast of two city public libraries, seven village or town public libraries, and one major college library.

BACKGROUND

In Oswego County, school library cooperation began formally with our secondary school libraries, going back some 5 years. The first full year was spent holding monthly meetings in area school libraries, talking about what each other had and did. Almost a full year later at one of the meetings, one of the school librarians had the courage to say, "When are we going to start to do something together? We all know everyone has something to share now, so let's share!" Once that decision was made and there was a level of trust established - the feeling that they could work together - it took us a matter of only one or two further meetings to devise a plan for sharing and cooperating.

During the next several years, the group continued to meet and test modest examples of library cooperation. Thus, when the New York State Legislature passed Chapter 787 of the Laws of 1978, Oswego County schools stood ready to seek a pilot grant which would allow us to greatly extend the efforts underway.

The competitive grant that we later were awarded (April 1979) provided for a school library system project, although we have some activities built-in which initiate sharing with area public and academic libraries. But, basically we are developing a model which will bring school libraries into cooperation with each other.

REQUIREMENTS FOR A SCHOOL LIBRARY SYSTEM

Perhaps a brief review of the main legislative and regulatory requirements for a school library system would be useful at this point. There are only two basic requirements:

1. You have to find the means to identify what exists in the collections of the school libraries. (You can't share until you know who owns what.) So, one thing that each pilot project in the State has to do is develop a union catalog. We will be using OCLC for ours, but there are other projects considering Bro-Dart, or the Baker and Taylor System, etc. That's the beauty of the pilots - we are testing different directions, and hopefully we will come up with what can serve us best.

2. Every project is to devise a procedure and mechanism for sharing what we know is there: a delivery system.

In regard to the sharing, I would like to point out that one of the fears people often have toward creating a union catalog with hundreds of thousands of items, print and nonprint, is the sheer magnitude of citing existing collections item-by-item. We could be years doing that. Fortunately, the legislation allows us to be selective with the union catalog. You do not have to go back any further than materials acquired after September 1, 1978, if you do not choose to. You may include audiovisual or any other special collections by local option. You may exclude items/collections felt to be cumbersome to the initial effort. In our case, we are devising a union catalog to begin with 1977's holdings, and our reason for that is our school districts fared very poorly budgetwise in 1978. We had few new acquisitions, so we would have had a very small union catalog. Thus, we are starting with 1977 (50,000 holdings), and we are including all resources, print and nonprint. This was the decision of our schools.

Your plan of service could include many other areas of cooperative venture. This was a point of extensive discussion in Oswego County, particularly with the school administrators because they said, "Now, I can see how we would share materials from library-to-library, but what else would you do?" They had little background in what library system services would be viable and appropriate to the school libraries. Because you could be as creative as you wanted to be beyond the interloan of materials, our proposal set 13 objectives.

LIBRARY SYSTEM POSITIONS

We have a system advisory council, which is a policy-making group. That advisory council is representative of all the people the system will serve directly, that is the school librarian, the school administrator, the classroom teacher, the student. We have ex-officio seats on the council for the public librarian, the college librarian, and so forth. This advisory council meets about four or five times a year and helps guide us in terms of service and policy development. By the way, some of the most interesting suggestions come from students on the council; don't ever forget to include them in the planning you are doing. They know their needs and are probably as creative as anybody who will come to such a group.

We also have a group of district contact people or coordinators. These are the people who implement system services in each district. They are all, by Commissioner's Regulation, certified library media specialists. These people have not been given extra time, support, or anything else for their system assignments. They are doing it because they believe in it. It is extra work, but it can save some time too. I'll give you an illustration of that a bit later.

We receive $50,000 a year for our project for each of 3 years. That may sound like a terrific amount of money, but it buys 1 project coordinator, 1 part-time clerical staff person, and the rest of the money goes into OCLC contracts, communications services, printing, publications, consultants and so forth. It does not stretch very far. We are working very hard to utilize those few dollars in ways that will demonstrate improved or expanded service.

SPECIFIC OBJECTIVES

I would like to discuss with you our 13 objectives:

1. INITIATION OF OCLC SUPPORT FOR: A) DEVELOPMENT OF A UNION CATALOG(S); B) CATALOGING AND PROCESSING SERVICE; AND C) INTERLIBRARY LOAN.

We are going to be using OCLC for our development of the union catalog. Also, we can use OCLC to receive cataloging and processing for our schools, since that is a feature of OCLC. And they have now announced the interlibrary loan sub-system through OCLC, so we can eventually use that for interlibrary loan transactions beyond the county.

In regard to OCLC, I might mention that when we first looked at this service we had little trouble deciding how we wanted to use it. But when you get into it and actually start to negotiate the contracts and develop the profiles and all the other work involved, it is much more time consuming and slower than meets the eye. Be prepared for some frustration when initiating any new concept! You also have to be prepared to keep your schools enthused, motivated, and excited even when facing delays. The school library media specialists hoped to come back to school that first September (1979) with the terminal here, ready to go. We felt it would be at least December, so in the meantime we tried to show them what else was happening to keep their interest at a peak, helping them understand the delays. In reality, we were up, on-line this September 1980! There are delays in anything new like this, but we work out the areas one by one.

2. EXPANSION OF EXISTING UNION LISTS OF SERIALS TO INCLUDE ELEMENTARY SCHOOLS AND AREA PUBLIC AND ACADEMIC LIBRARIES.

We have the advantage of working with schools who have a brief history of a positive experience in library sharing. We have had a union list of serials in our high school libraries for some 4 years. Here is where I can cite illustrations of cost effectiveness. As shown earlier, the high schools in our county cumulatively subscribe to 350 periodical titles. We have only nine high schools, one in each district. Their only way to share and cooperate is across district lines. Begin by putting together a simple union list. The first place to start is with serials or periodicals because they are easy to do manually. By just knowking what each other has, and by using a delivery service which already existed through our BOCES Center, every high school in the county increased its access to periodical holdings dramatically. No new dollars were spent: superintendents like that kind of information. We did not spend a dollar, and yet our teachers and students had access to a 70 percent increase of periodical titles. That original union list is being expanded through the system project to include the holdings of the elementary school libraries and the public libraries. So, we will have a county list of serials.

3. IMPROVED AVAILABILITY FOR EASY COMMUNICATION BETWEEN PARTICIPATING AGENCIES VIA TELEPHONES, MAIL AND DELIVERY SERVICES, NEWSLETTERS AND DIRECTORIES.

The next objective was the communications one. Those who work in school libraries know the frustration of not being able to call someone on the telephone. It is still one of our major problems. Through the system grant we have placed a telephone in each of the district coordinators' offices. Every district will at least have immediate telephone service to us and to each other at that level.

We will also be funding a long distance allowance charge for them on a monthly basis. (We have three telephone companies in Oswego County and to call your neighbor costs money.)

Two of our school districts had telephone service in place in the school libraries. In those cases, they did not ask us to fund anything new, but we are giving them the long distance allowance, too. One premise, assumed in the legislation, was that a pilot project should begin by using that which already exists wherever feasible.

We have developed a system newsletter, On-Line, and we have developed a directory of all the libraries in the county, with such information as staff people, telephone numbers, hours of service, special programs, special collections, etc. This is useful for the general public, as well as the schools.

4. PHOTOCOPYING SUPPORT INCLUDING XEROGRAPHY AND MICROFORM PRINTING.

The fourth point or objective for our system service has to do with photocopying support. That will result in monetary allowances for copying materials you want to loan within the provisions of the copyright law. Such allowance may take different forms of implementation. For example, we have one school which has some unique microform holdings for our area. They have the New York Times Data Bank and several other special holdings. Their comment to us was, "If you help fund duplication costs for our equipment, we will share all those resources with the other schools in the county." This means that other schools may not have to buy the same materials. All we will do is help underwrite the cost of copying for loans to other schools. It is that sort of support which a system can provide.

5. CONSULTANT SERVICES IN IDENTIFIED AREAS OF NEED, FOR EXAMPLE LIBRARY SKILLS CURRICULUM DEVELOPMENT, TEACHING METHODOLOGY, STORYTELLING AND BOOKTALKS, LIBRARY PUBLIC RELATIONS, COPYRIGHT, FEDERAL PROJECTS, TECHNOLOGY, STAFF TRAINING, AND SO ON; AND

6. PUBLIC RELATIONS - IMPROVEMENT AND SUPPORT.

The fifth objective deals with consultant services. In rural areas particularly, I think our staff members are somewhat removed from easy access to professional experiences. This is true of our clerical staffs as well. It can be very difficult, geographically, to get to meetings, to get to a state conference, etc. One of the things we want to do is make those experiences available right at home, within the confines of our county. We want to take the consultant service into that school library, if that is where it needs to be. Several programs have occured or are planned for this year.

First, we will have intense training for support staff in utilization of OCLC, which will be an inservice program for aides in all school libraries.

Second, for the professionals, especially the elementary school librarians, Lucille Thomas (a former president of the New York Library Association and a superb school librarian) will present basic information and training on a storytelling contest she conducts annually in New York City for young children. Her program has been highly successful, and she has it well-documented. It begins with building-level competition of elementary school children who learn to tell stories. Immediately one can see the articulation with other educational experiences, the reading program, language arts, and so forth. Usually it is the school librarian in that building and the reading consultant who start by working with the children who are interested. There is competition at the building level which goes to competition at the district level and then a run-off in the five boroughs. Finally, there is a citywide contest held in a prominent public location, with the 10 finalists (children) who are unbelievably good! It results in a marvelous event for libraries and reading and children in New York City. We hope to take Lucille's model and plan a countywide storytelling contest for the children of Oswego County. The elementary school librarians will be the people working closest with us in that regard. Target date for our competition is end-April 1981.

The third areas of staff development which we have addressed has to do with public relations. Objective 6 also deals with this concern. I think this is such a necessary area. We used the White House Conference event, "Be With a Book for a Day," having ordered the stickers for the 28,000 students in the county. Other efforts to make school libraries visible were: columns in local papers, public speaking, and television talk shows, just to let people know what the school library is doing and able to do and the excitement that goes on there. Good PR. Unfortunaely we usually leave such an effort until budget time. We hope not to do that any more, but rather plan to continue year-long to make people aware of the programs and services school libraries provide. A public relations workshop of a "make and take" nature was held to develop attitudes, skills and products for the PR effort.

Looking ahead, we are excited about a countywide System Conference Day to be held November 6, 1980. Endorsed by all our school superintendents, this inservice experience will be specially constructed to serve library media specialists and support personnel combining fundamental issues with our pioneering efforts.

7. DUPLICATES EXCHANGE

The next area of objectives is the duplicates exchange program. Since we stated meeting there has been informal exchange going on. Now we will be doing it formally. We will have lists for gifts and exchange, and it will be an organized program so that anyone who want to participate can.

8. EXPANSION OF EXISTING "BOOK LOOK" PROJECT TO BE A FULL COOPERATIVE MATERIALS REVIEW SERVICE.

Expansion of a program we call "Book Look" is the next objective. For 2 years, we have provided "Book Look", meaning we have been in contact with major publishers and media producers and have asked for examination materials to be sent to our BOCES. In turn, we publicize what is available to the local school librarians and teachers, and they can examine these items first-hand before making purchase decisions. They find this of enormous value since many of them cannot get to conferences with large exhibits. They are then dependent upon the book review or the media review, which is good only to a certain extend since very few book reviews give you the true potential or dimensions of an individual item. Further, our school librarians are looking for books which can serve multi-curricular purposes. They are saying "yes" when the book is excellent for reptiles and also very good because of special charts, or whatever. Or, "yes" is said because it will also be useful to the art teacher, as the illustrations are terrific. So you see they are spending their dollars much more wisely because they can evaluate with multi-perspectives.

"Book Look" allows: first-hand look, wise expenditures, multi-perspective evaluation, and development of local "good" books lists.

9. IDENTIFICATION AND/OR DEVELOPMENT OF SPECIAL COLLECTIONS FOR SYSTEMWIDE OWNERSHIP AND/OR SHARING.

We have a high school librarian who has an intense interest in Africa. She has made several trips there. She has a social studies teacher on her faculty who is just as informed on Africa, and he goes there every several years. Together they have developed an excellent African studies collection for their high school - superior to anything we would expect a high school in our area to have. She is delighted to make this a countywide special collection through the system.

Where such other special collections don't now exist and are needed, we will identify them. The system will see that they begin to exist, either through central system collections, or through funding individual libraries to develop them at the local level with the idea that they will share them with other system members.

So far we have begun system collections for: specialized reference materials, professional tools, and storytelling techniques/programs.

10. COUNTYWIDE READY REFERENCE SERVICE.

Countywide ready reference service. A dream of an objective? With the telephones it will be possible. We can pick up the phone, knowing who has what reference collection. This is where a time savings can result. An individual library media specialist doesn't have to exhaust him/herself on the mere chance that one of his/her reference books might have the answer to a question, knowing it probably doesn't. Instead we can say "such and such library has an excellent reference collection in the area of nutrition or health education. I won't spend my time looking, but will call and get the answer there." The same factor will be true in our interlibrary loans. The school librarians in our area now do not spend valuable time looking and looking for that elusive material if they know it is readily available some place else. It takes 2 minutes to write out an interlibrary loan transaction, as opposed to maybe several hours of futile searching just because you want to be sure that you do not have it.

11. EXPANDED ACCESS TO AND USE OF AVAILABLE AREA, STATE AND NATIONAL DATA BASE SERVICES.

We are fortunate in being geographically close to the State University College in Oswego in that they already have a number of data bases on-line. In schools we have teachers and particularly gifted students, or students doing independent study projects, who need access to such data bases. The system will be contracting with the college on their behalf.

Through a state-funded service the ERIC data base is readily accessible - last spring along 80 dearches for administrators and board members were produced.

Many of these data systems utilize a microfiche format, so the system purchased reading equipment for local school use.

12. FEASIBILITY OF COUNTYWIDE LIBRARY CARDS, AND

13. FEASIBILITY STUDY OF EXPANDING ACCESS TO SCHOOL LIBRARY RESOURCES AND/OR SERVICES DURING TIMES OF NON-SCHOOL OPERATION.

The last two objectives are simply feasibility objectives at this point. One if the feasibility of expanding access to our school library collections beyond the school day. this is a factor which should concern all of us. The school libraries in this nation house more materials than any other kind of library, over 650 million items. It is of grave concern that those 650 million items are accessible at best 6 hours a day, 5 days a week, 9 to 10 months a year - particularly in rural locations where school libraries are often the closest point of access for the citizen. Some of our rural areas have no direct public library service or they may have a bookmobile that comes through every 2 weeks or whatever. The school library however, in many cases, is within walking distance, or at the very least a few miles away. Every community has a school. The system will conduct feasibility studies to see how we might expand access to those resources in the summers, in the evenings, or on the weekends. If we have to find some special funding we are going to try to find it! We have instances of local community boards, village trustees, and the like who may be willing to contract with the local school library for summer service, and so on.

The other feasibility study is that of having a countywide library card. This is, any resident in Oswego County could go to any library in Oswego County and have using and borrowing privileges. As taxpayers, they have paid for most of what is there. Our belief, then, is that everyone has a right to use what is there. Local governmental and jurisdictional boundaries are artificial in this case. We must find a way to open access to everyone who needs that particular bit of information.

Now, these last two objectives, as you noticed, are really couched in terms of "feasibility", because we are not sure what all the implications are. But we want to try. We want to look at them. Hopefully within the 3 years of our project we can come up with a way to do them, or have a reason that makes valid not doing them.

I also mentioned that our school library system looks forward to some formal cooperation with academic and public libraries through the two such systems that already exist in our area. W identified four possibilities for the first year.

The first area is participation in the North Country Library System Gifts and Exchange Program. We will send in our lists, we will get their's, and that's one way to start formal programming. Second, we will include our union list of serial holdings for all the schools in their serial listings for the region. They do not have any school library holdings in their union list at this point, so this is a contribution we can make. Third, we may be offering joint continuing education programs for our staffs. Fourth, we now have an interface of our delivery systems. I have a van which goes to every school district in our county twice a week. We deliver items from our regular collection to all those schools. The public library system also has a delivery service that goes to the public libraries on a regular basis. It was a very simple thing to put our schedules together and find at least one or two spots where we can meet on a regular basis to exchange materials from system-to-system. Weekly exchanges now occur.

QUOTABLE QUOTES

I would like to share with you several of what I call "quotable quotes".

Library media specialist's quote: "I was going to retire this year, but this system is just too exciting not to be a part of it."

Principal's quote: "My librarian doesn't have time for all she wants to do or has to do. How in the world can I ask her to add responsibilities such as preparing interlibrary loan transactions."

Librarian's answer: "She will have time saved." (I explained to you earlier in this paper how that is defensible.)

Quote: "Don't we all have basically the same collections? What would there be to share?" (Quick research shows no more than 35-40 percent of our school library collections are duplicative.)

I can report enthusiasm and superb cooperation. More tangible results would much better be reported a year or two from now, because in reality we have only been into actual programming for a year - a start-up year. We receive fine cooperation from our State Education Department, and I want to say that we are blessed in having some superb leadership at State government levels, too. That is extremely important.

In my view, school library systems and networking are here to stay, even though many unanswered questions face us and will for some time to come. Their potential in helping to meet present and future service needs is simply too great to ignore.

PROGRESS REPORT, AFTER ONE YEAR . . .

Statewide perspectives

Participation

During the first year of operation there has been an increase in the number of libraries participating in the pilot projects. As of June, 1980 the following number and types of libraries were participating in the pilot projects: 98 public libraries with 216 branches, 157 3 R's member libraries, 579 public school libraries, and 49 nonpublic school libraries.

In the five school library system projects not formally affiliated with an intersystem project, the rate of participation is encouraging. 91% of the public school libraries are actively participating and 18% of the nonpublic school libraries. This represents 45% of the nonpublic school enrollment.

Resource Sharing

One of the purposes of the pilots is to test the ways and extent to which connections with other libraries extend resource sharing. Interlibrary loan has been initiated in the RARE regional intersystem project and in 10 of the 12 school library system projects. In the RARE project, there were 1,926 requests for interlibrary loan from the school libraries between February 7 and June 30, 1980. 89.3% of these requests were filled. Of all the requests filled (1,719), 70.9% were filled by school library systems, 24.7% by a public library system, 3.5% by other libraries in the 3R's, and .9% by NYSILL.

For the 12 school library systems, 12,622 items have been shared through interlibrary loan; 11,950 of them have been loaned within the school library system, 468 items loaned from public libraries, and 204 items from other libraries. One hundred thirty-five items were loaned by schools to other types of libraries. With union lists and locator data still in the initial stages of development, this degree of activity is remarkable. At the beginning of the pilot projects no library resources were shared among the school libraries of the school library systems; only one project reported borrowing materials from a public library system or a 3R's system; and five reported borrowing some items from local public libraries.

As more school library resources are identified through the development of union lists, the total number of items loaned within school library systems (that is, among school districts) will be even greater, and this identification of school holdings will allow for greater accessibility to school collections by other libraries in a region.

In addition to books and periodicals, microfiche and a variety of other printed material such as musical scores, pamphlets, pictures, and audiovisual materials such as filmstrips, cassettes, tapes, and transparencies have also been loaned.

Reference services have also been made more broadly available. For example, there have been 394 ERIC and other data base searches.

Preliminary analysis of the kinds of items requested for interlibrary loan by subject area indicate that 99% of the requests are in the areas of social studies, language arts and science.

Perhaps one of the most notable achievements of the pilot projects during the first year in terms of cost effectiveness was the organization and interfacing of delivery systems. Using existing BOCES, city school district, and public library delivery systems, minor accommodations or expansions created new intersystem delivery systems at minimal cost. Six systems offer daily delivery service, two systems offer weekly delivery service and three offer delivery service twice a week.

Prompt and efficient communications among the member libraries and the headquarters of a school library system are needed for rapid interlibrary loan. The lack of telephones in school libraries at the outset of the pilot was a serious concern. In June, 1978, 202 school libraries have a telephone in the library. By June, 1980 there were 244 telephones. While a considerable improvement, this represents less than 40% of the participating school libraries.

Union Catalog

The creation of a union list of holdings is the initial imperative for the development of an effective and efficient interlibrary loan system. It is perhaps this aspect of resource sharing within and among library systems which most needed the experimentation provided by pilot projects. There exist currently a number of computer based methods and services upon which library systems and regional network union lists may be built. These methods and services vary in initial cost, operational cost, and service packages offered. Of course, union lists may also be developed manually.

The output or form the union list takes, and therefore access to it also can vary. It may be a computer display, a printed list, some type of microform, or a card file.

Many variations are also possible as to what is included in a union list. It may be all items held by all libraries in the system or network, or it may be limited by format (monographs, serials, audiovisual materials) or by date of acquisition (for example, all materials acquired after September, 1978). In the case of school library systems, the initial union list may also be limited to elementary school library holdings or secondary school library holdings or particular instructional areas.

As of June, 1980 all school library system projects had begun the development of a union list; however, seven of them did not enter the first items until the spring of 1980. 309,449 bibliographic entries for monographs have been entered representing 180 elementary school libraries and 170 secondary school libraries. In regard to a union list of serials, eight school library systems include all titles currently received, one system includes only those titles in major periodical indexes, and three have not begun such a union list. Two systems include some discontinued titles.

All school library systems have initiated a union list of some kind of audiovisual materials. The 60,473 bibliographic entries for these materials include 16mm film, filmstrips, sound recordings, pictorial works, and multimedia materials.

Staff Development and Instructional Improvement

A critical and most important aspect of library system or network service is the provision of staff development activities, and activities which heighten the awareness of members and the public regarding systems/network services. 110 seminars and workshops were held for almost 1200 participants. 57 newsletters and almost 100 public relations items kept members and the public informed of system/network activities.

One of the most publicized accomplishments of the pilot projects was the establishment of the Library-On-Call and the Homework Hotline by the Intershare project.

LIBRARY-ON-CALL	New York City 780-7817 Westchester 682-8360

. . . ready reference phone service

Staffed by specially trained librarians, this telephone reference service offers the public quick, factual answers to questions that come up after most libraries are closed. ON-CALL librarians have at their fingertips more than 2,000 volumes and an enormous clipping file. Hours are from 5 to 10 P.M. Monday through Thursday, 10 to 6 P.M. Saturday, and 1 to 5 P.M. Sunday.

Many area libraries include the LIBRARY-ON-CALL number in their recorded messages to users phoning after closing time.

HOMEWORK-HOTLINE

New York City 780-7766
Westchester 682-9759

. . . help for students

With emphasis on explaining process and pointing out resources, rather than supplying ready answers, librarian/teachers field phone queries from youngsters needing help with homework. Most HOTLINE calls are for assignments in mathematics, social studies and language arts, and are principally on the elementary and junior high school level.

Operating from 5 to 8 P.M. Monday through Thursday when school is in session, HOMEWORK-HOTLINE is a direct service to all children and parents in the region. Literally thousands of inquiries have been received - with popularity - from Day 1.

One of the underlying concepts for the development of school library systems and regional networks was the belief that the strengthening of school library programs through the affiliation of individual school libraries in a school library system and the subsequent interconnection with other library systems would result in improvements in the instructional program. While it is somewhat early to draw firm conclusions since the school library systems are still in the preliminary stages of union list development and effective interlibrary loan, some of the hoped for improvement can already be identified.

In a number of instances, these indicators of improved instruction also forcast dollar savings. Three school library systems report that cooperative collection development has begun. In New York City one school is taking responsibility for in-depth purchasing for elementary science, another for performing arts, another for Spanish bilingual materials and a fourth school for Afro-American materials. Both Syracuse and the Livingston-Steuben-Wyoming BOCES are concentrating particulary on cooperative purchasing of audiovisual materials since these tend to be high cost items. Cooperative planning for odering and maintaining periodical collections, including microfiche, allows a region to develop a much more comprehensive research collection without increasing periodical budgets.

Maintaining and improving the competence of teachers is a State priority. Reports submitted by the school library system indicate that in the past in-service workshops for teachers have been hampered by a lack of both professional materials and materials for student use. Such materials would, of course, be necessary in great variety and quantity for a limited period of time, making purchase unfeasible. Through interlibrary loan, these materials can be gathered quickly and efficiently, enabling teachers to work with them in the in-service setting, and preparing them to make wise choices for acquisition for their own programs.

Recognizing that Computer Assisted Instruction (CAI) is fast becoming an integral part of the instructional materials package, the Oswego BOCES school library system conducted a workshop for its member schools to introduce and familiarize professional personnel with CAI programs and capabilities. The potential impact on instruction is apparent.

However desirable, it is usually impossible for personnel at the system level to identify specific examples of the benefits to students and teachers as a result of school library system activities. However, in Syracuse, the school library system administrator is also the district supervisor of instruction for libraries. The following items are a sample of the direct benefits identified in Syracuse but which can be assumed for the other projects.

. One library had been trying for three years to purchase a title which was out-of-print and which was used in a literature class. Last year for the first time the library was was able to supply the book.

. Ninth grade classes were assigned to a senior high school at the last minute. Of course, that school's library did not have collections geared to the ninth grade curriculum, particularly in social studies. That library borrowed materials to assist students until new items could be purchased.

. One of the nonpublic schools borrowed material from the Hebrew Day School to teach about the Passover Seder Service. Without our library system this could not have happened.

. A chemistry teacher was developing a new course of study and needed three specific articles from some 1950 magazines. Through interloan we were able to acquire the articles.

. At one school a group of physically handicapped students was taking a trip to Washington, D.C. Through interlibrary loan that school borrowed not only filmloops but also the projector to use with them. They also borrowed other helpful A-V materials which these children could use. A year ago these materials could not have been made available to these children.

. A nonpublic junior high school was teaching a health unit and had almost no material. Through interloan they obtained both print and non-print materials which allowed them to extend student learning experiences beyond the limited confines of the health text.

. An advanced high school student was doing research on Mars. Through the State's interlibrary loan services we were able to supply primary source material, a NASA report on fiche. Such a possibility never existed before.

. An advanced marine biology student was able overnight to acquire hard-to-find periodical articles on whales through our interloan relationship with a local university.

. One junior high school teacher has tried everywhere to find a topographical map which is no longer available. At last he thought of interlibrary loan and the map was provided.

. One library media specialist borrowed special periodicals to use at a teachers' workshop in the teaching of reading.

Those periodicals were located at a nonpublic school and would not have been accessible before the school library system was started.

- Several faculty members took advantage of our access to data base searches to secure information in various areas such as special education and memory and the gifted child.

In the short span of 12 months, both spirit and service have resulted. New York State is on its way!

Let's step back, however, and ask: "How does one begin?"

There is no recipe of formula; there is no single way, as has been demonstrated by our state's brief experience.

Rather, there are a number of possible first steps. However, you need to understand that the foundation to any action is an attitudinal one, coupled with readiness.

It's easy to see pitfalls and cite extra work and negative factors. But, it is creative - and professionally responsible - to assess network/system potential and forge on -.

What might those first steps be:

1. Visitations.
2. Formation of a planning group(s).
3. A legislative effort.
4. Talk about what's unique among our libraries; what do we have in common?
5. Identify a state leadership role, combining that staff and field talent.
6. Establish a pilot approach and seek funding.
7. Hold issue or crackerbarrell meetings; talk together about systems and networks.
8. Start simple: one small step! (A directory, periodical union list, staff development program, etc.).
9. Look at existing models and research.
10. Utilize the resources of your professional association(s): people, programs.

Library Services and Systems in New York State

NEW YORK STATE LIBRARY
1818

Library services are important...

To people of all ages — the young student and the mature scholar ... the homemaker and the business person ... the sports enthusiast and gardener and music lover ... the career changer ... the child learning how to live and the older person learning to enjoy a longer life.

To communities — their educational, cultural, and information resources are an important part of any dynamic, attractive community.

To the economy — library and information services are a major resource for New York State and its communities — they bolster research and development and assist in economic growth ... their services help the underemployed, the unemployed and the career changer become more productive.

To educational institutions — the teaching, research and service functions of colleges, schools, and other institutions are dependent upon library resources each day.

Library services are heavily used...

New Yorkers will read more than 80 million books and borrow more than 2 million films, records, and cassettes from public libraries this year — public, school, academic, and special libraries will answer hundreds of thousands of reference questions.

New Yorkers increasingly use their libraries for career and job information.

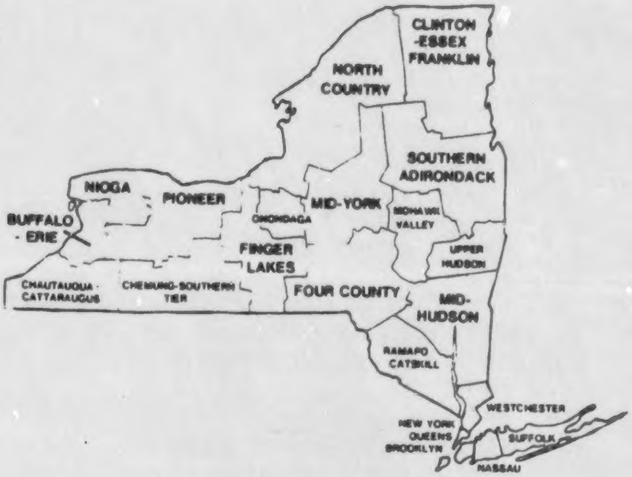
New York's libraries are expanding services in cooperation with performing arts groups, museums, and other cultural institutions in their communities — they provide thousands of public programs tailored to needs and interests of New Yorkers.

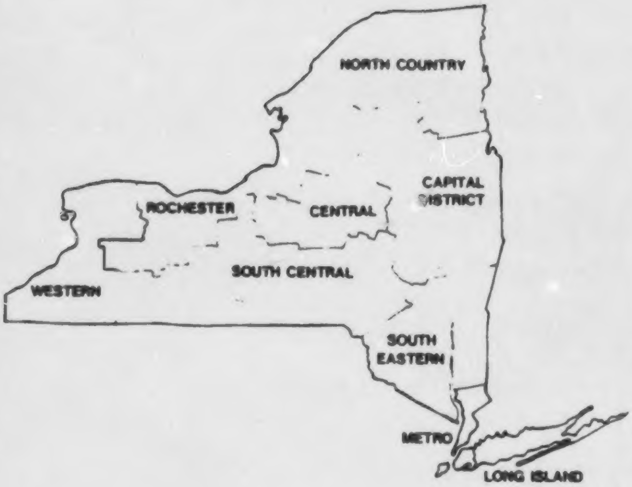
Those public libraries which serve as resource centers for their systems are increasing services by making them available to all.

The large urban libraries in the State have growing demands upon their unique collections from surrounding regions and from scholars across the State.

Efficient systems help all libraries meet u

712 public libraries are members of 22 **public library systems,** which, in turn, enable them to provide services and resources they could not otherwise make available to their users.


CLINTON -ESSEX FRANKLIN
NORTH COUNTRY
SOUTHERN ADIRONDACK
NIOGA
PIONEER
BUFFALO - ERIE
ONONDAGA
MID-YORK
MOHAWK VALLEY
FINGER LAKES
UPPER HUDSON
CHAUTAUQUA - CATTARAUGUS
CHEMUNG-SOUTHERN TIER
FOUR COUNTY
MID-HUDSON
RAMAPO CATSKILL
WESTCHESTER
NEW YORK
QUEENS
BROOKLYN
SUFFOLK
NASSAU


NORTH COUNTRY
CAPITAL DISTRICT
ROCHESTER
CENTRAL
SOUTH CENTRAL
WESTERN
SOUTH EASTERN
METRO
LONG ISLAND

The 22 public library systems, libraries in 206 public and privately supported colleges and universities, and 203 special libraries (including research libraries financed by business and industry) cooperate in 9 **reference and research library resources systems.** These regional systems make available the research materials of institutions of higher education, corporations, public libraries, and such special purpose organizations as museums and hospitals.

LIBRARIES IN NEW YORK STATE

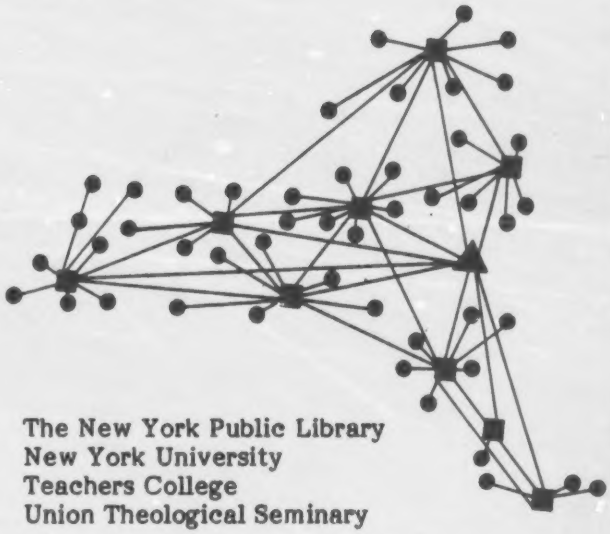
	Number	Total Books
Public Libraries	720	30,664,616
Public Library Systems	22	3,059,826
Colleges & Universities	265	47,654,247
Special Libraries	1,278	No figures available
Reference & Research Library Resources Systems	9	*

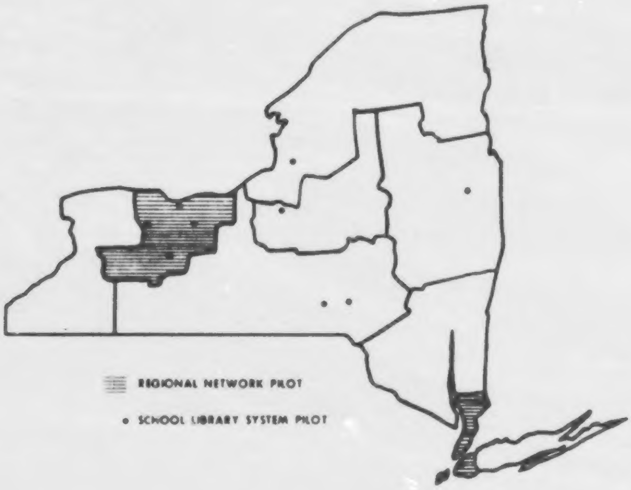
*These systems have no collections but assist member libraries to share their resources

er needs

The **New York Interlibrary Loan (NYSILL) network,** coordinated by the New York State Library, uses computer and teletype connections enabling librarians linked to the 22 public library systems and the 9 reference and research library resources councils to get specialized materials from 12 major research libraries:

American Museum of Natural History
Brooklyn Public Library
Buffalo and Erie County Public Library
Columbia University
Cornell University
Engineering Societies Library
Monroe County Library System
New York Academy of Medicine
The New York Public Library
New York University
Teachers College
Union Theological Seminary





LIBRARIES IN NEW YORK STATE

	Number	Total Books
Libraries in State-Operated Correctional, Youth, Mental Health, & Health Facilities	150	750,728
Regional Library for the Blind & Physically Handicapped	2	519,358
School Libraries	5,423	40,288,124
Projected School Library Systems	49	

In the 1980's as information needs become more specialized and as costs increase, closer cooperation between school libraries and other types of libraries will be needed. All types of libraries will need to move rapidly into computerization and the sharing of specialized resources.

In 1978 the Board of Regents proposed legislation to encourage the systematic sharing of school library resources based upon Boards of Cooperative Educational Services (BOCES) and the development of regional cooperative networks to bring these systems into the interlibrary loan network.

Legislation enacted in December 1978 authorized pilot school library systems and pilot networks for intersystem cooperation. These enable all types of libraries to use technology to share resources and improve services to all users.

The New York State Library

The New York State Library was established in 1818 to serve the government and the people of New York State. Today the Library, the nation's largest State Library, is housed in the new Cultural Education Center on the Empire State Plaza in Albany. It is a research library of 4.5 million books, journals, maps, microforms, manuscripts, and other materials.

As a government research library, the State Library is used daily by officials and staff of legislative, executive and judicial offices. It is used by scholars, by professional people to keep up to date with fast changing developments, and by persons of all ages for genealogical research and self-directed learning. The State Library cooperates with the Library of Congress, the New York Public Library, and other public libraries to provide talking books for blind and physically handicapped people.

Library Development Bureaus work with librarians, public library trustees, public officials, educators, and others for the development and improvement of library services. the Bureaus administer state and federal funds for improvement of library service and provide consultant service.

These services are for you

Use your library! Your public library or branch can be your contact with all the resources of New York State Libraries. Your library card can open many doors!

For further information

Write Joseph F. Shubert, State Librarian and
Assistant Commissioner for Libraries
The State Education Department
New York State Library
Albany, New York 12230

The University of the State of New York
The State Education Department
New York State Library
Albany, New York 12230

May 1980

LIBRARY SYSTEM PROGRAMS AND SERVICES

An Inventory

SERVICES TO ADMINISTRATION

- Building consultation
- Certification of librarians
- Circulation control service
- Civil Service information/State Education Department information
- Contract services - office supplies, equipment repair
- Delivery by route truck
- Direct Access borrowing of material
- Discount buying service
- Equipment catalogs
- Furniture model layout kit
- Insurance information: disability, health, unemployment, etcetera
- Job applicant resumes file - Professional
- Labels, name and address
- Laminating service
- Management assistance
- Payroll service
- Personnel selection assistance
- Printing service
- Publication - directories, indexes, guides, statistics
- Retirement System information
- Showcase service
- Sign-making

COMMUNITY RELATIONS

- Bookmarks, shared-cost
- Certificates for Trustees and Friends - retirement, outstanding service
- Consultative services on anniversaries, budgets, bond issues and Friends of the Library
- Continuing Education
- Cultural programs - coordinated for member libraries
- Design and/or copy for printed material for special library events, brochures, annual reports, bookmarks, flyers
- Distribution of directories, flyers, promos, etc.
- Exhibits, traveling - from museums and galleries
- Information files:
  - Brochures, budget programs - reference file
  - Exhibit sources
  - Giveaways (shopping bags, buttons, etc.)
  - Newspaper, magazine and professional journal writers and editors
  - Suppliers of paper, printing, etc. - reference file
- News of member libraries - coordinated for special events such as Summer Reading Club, National Library Week
- News releases/local media public relations
- Printed materials - bookmarks, brochures, flyers
- Publications
- Special observances (National Library Week, School Library Media Day, etc.)
- Summer Reading Club package materials
- Tours of Service Center
- Workshops for staff

TECHNICAL SERVICES

- Binding and book repair
- Book ordering, cataloging and processing
- Catalog card information for books obtained from sources other than the Service Center
- Cooperative cataloging and processing, purchasing
- Government document ordering, cataloging and processing
- Pamphlet ordering and assigning subject headings
- Standing orders for annuals, yearbooks or other regularly published continuations
- Equipment repair services

PROGRAMS AND SERVICE-RELATED ACTIVITIES

- Audiovisual loan materials - slides, videotapes
- Book and film selection (cooperative)
- Book buying lists - coordinated and basic
- Career counseling
- Collection development assistance
- Community Information and Referral coordination and materials preparation
- Continuing Education
- County and countywide programs and services - information
- Demonstration programs - video

Equipment for loan, including projectors and aids for the handicapped
Feature film series through cooperative booking
Films for loan - more than 2000, mainly 16mm
Government Document Depository collection (Federal and State)
Grants - information about government and private opportunities; Writing
Inservice Programs
Interlibrary loan
Job Information Center
Last copy center and recording of information
Magazine index service
Microfilmed newspapers and periodicals
On-site consultants
Photocopies of missing pages
Professional associations - liaison with county, state and national groups; professional collections
Program planning guidance and previews
Publications from public agencies - coordinated distribution
Reading lists and informational brochures for educational staff and students
Reference referral and research
Rotating special collections - large print, foreign language and braille/print for children, art
Special events: System Conference Day, Reading Is Fundamental (RIF), Storytelling Contest
Talking books/cassettes for blind and physically handicapped
Telephone reference assistance
Teletype link to State Library, cocentral libraries and other major research centers
Training, in-service
Union Catalog location of books; maintenance of catalog
Union list of serials
Union list of films/A-V materials

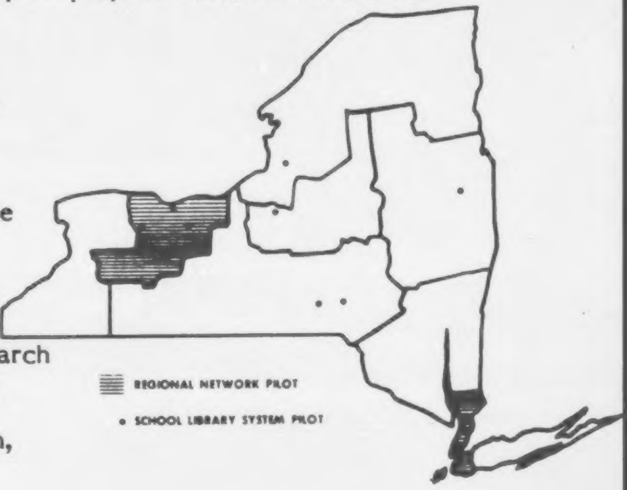
LIBRARY PILOT PROJECTS

Chapter 787 of the Laws of 1978, broke new ground in library cooperation by authorizing for the first time the development of school library systems and regional networks to align these new systems with the public library systems and the reference and research library resources systems.

The Regents Library Legislative Proposal for 1978 had sought authority to establish as many as 49 school library systems throughout the entire State. These would be based on the 44 BOCES and the "big five" city school districts. Such school library systems would provide the basis for cooperation and sharing of library materials among both public and nonpublic school libraries within a BOCES or major city school district, in much the same way that local public libraries cooperate through the public library systems. In addition, the school library system would provide special services and materials which are either impractical or too expensive for the typical school library.

The concept of the regional intersystem cooperative networks is intended to carry this sharing of resources and services beyond libraries of the same type, to all types of libraries located within one of the nine library regions of the State.

Although Chapter 787 did not establish all 49 potential school library systems and all 9 potential regional intersystem library networks, it provides authority and funding for pilot projects of both types. Two regional intersystem cooperative network pilot projects, each containing at least one school library system, and four school library system pilot projects elsewhere in the State were authorized. Both types of projects are underway.



One regional network pilot project is the Rochester Area Resources Exchange (RARE). This draws together the Rochester Regional Research Library Council, the five-county Pioneer (public) Library System and new school library systems in the Rochester City Schools, the Monroe #1 BOCES, the Monroe #2 - Orleans BOCES, and the Livingston-Steuben-Wyoming BOCES.

The other regional network pilot project (INTERSHARE) involves the New York Metropolitan Reference and Research Library Agency (METRO), The New York Public Library, the Brooklyn Public Library, the Queens Borough Public Library, and the Westchester Library System. In addition, it includes developing school library systems in the New York City Schools, the Yonkers City Schools, and the Putnam-Northern Westchester BOCES.

The school library systems identified above are components of their respective regional intersystem cooperative network pilot projects. They operate in close union with the other types of library systems, and are funded through the regional networks. Besides them, five other school library system pilot projects in other regions of the State not designated as regional pilot projects have been initiated. These include the Oswego County BOCES, the Syracuse City School District, the Delaware-Chenango-Madison-Otsego BOCES, the Broome-Delaware-Tioga BOCES, and the Albany-Schoharie-Schenectady BOCES. In these pilots, cooperation among school libraries will be tested in preparation for cooperation with other types of libraries throughout the region.

Each library pilot project is expected to run for 3 years, through June 30, 1982. School library system pilot projects will receive up to $50,000 annually. The INTERSHARE regional pilot, including its 3 component school library systems, receives $312,000 per year; the RARE regional pilot, including its 4 component school library systems receives $288,000.

Regional Library Cooperative Pilot Projects

1. Rochester Area Resources Exchange (RARE)
c/o Rochester Regional Research Library Council
339 East Avenue - Room 300
Rochester, New York 14604

Ms. Janet M. Welch, Administrator - (716) 232-7930
Mr. John Shaloiko, Project Coordinator - (716) 232-7930

a. Livingston-Steuben-Wyoming BOCES School Library System
Educational Communications Center, Doty Bldg.
Geneseo, New York 14454

Dr. James G. Womack, District Superintendent - (716) 658-2291
Mr. Charles F. Sixour, Project Administrator - (716) 243-4590
Ms. Mary Ellen Mantegna, Project Librarian - (716) 243-4590

b. Monroe-1 BOCES School Library System
2596 Baird Road
Penfield, New York 14526

Dr. Kenneth F. Harris, District Superintendent - (716) 377-4660
Mr. Gerald Cummings, Project Administrator - (716) 381-9498
Ms. Sharyn Johnson, Project Librarian - (716) 352-2434

c. Monroe-2 Orleans BOCES School Library System
3599 Big Ridge Road
Spencerport, New York 14559

Mr. Richard E. Ten Haken, District Superintendent - (716) 352-2410
Mr. Peter Madsen, Project Administrator - (716) 352-2434
Ms. Sharyn Johnson, Project Librarian - (716) 352-2434
Mrs. Evelyn Rice, Library Consultant - (716) 352-2434

d. Rochester City School Library System
131 West Broad Street
Rochester, New York 14608

Dr. John M. Franco, Superintendent - (716) 325-4560 x 2378
Ms. Doris A. Hicks, Project Administrator - (716) 325-4560 x 2312
Ms. Rebecca McNally, Project Librarian - (716) 325-4560 x 2756

SED Liaison

Patricia Narode, Associate in Library Services, BRLS - (518) 474-6971
Ethel Severinghaus, Associate in School Library Services, BSL - (518) 474-2468

2. INTERSHARE
57 Willoughby Street
Brooklyn, New York 11201

Mr. Forrest F. Carhart, Jr., Administrator - (212) 398-0290
Mrs. Joan Neumann, Project Coordinator - (212) 522-5052

a. New York City School Library System
131 Livingston Street, Room 330
Brooklyn, New York 11201

Dr. Frank J. Macchiarola, Chancellor, New York City Board of Education (212) 596-6161
Ms. Geraldine Clark, Project Administrator - (212) 596-3816
Ms. Batya Lewton, Project Librarian - (212) 690-5853

b. Putnam-Northern Westchester BOCES School Library System
Pinesbridge Road
Yorktown Heights, New York 10598

Dr. John J. Battles, District Superintendent - (914) 245-2700
Mr. George J. Morrison, Project Administrator - (914) 245-2700 x 340
Ms. Barbara Ayers, Project Librarian - (914) 245-2700

c. Yonkers School Library System
162 McLean Ave.
Admin. Annex
Yonkers, New York 10701

Dr. Joan M. Raymond, Superintendent - (914) 963-0675
Mrs. Adelaine Handelman, Project Administrator - (914) 963-4567 x 238
Mrs. Helen York, Project Librarian - (914) 963-4567 x 238

SED Liaison

Dorothy Smith, Associate in Library Services, BRLS - (518) 474-6971
Beatrice Griggs, Associate in School Library Services, BSL - (518) 474-2468

This list of pilot projects includes in each case the identification and telephone number of State Education Department (SED liaison persons). Abbreviations are:

BRLS--	Bureau of Regional Library Services
BSL--	Bureau of School Libraries
BSLS--	Bureau of Specialist Libarary Services

The University of the State of New York
The State Education Department
The New York State Library
Albany, New York 12230

6/80

School Library System Pilot Projects

1. Albany-Schoharie-Schenectady BOCES School Library System
1015 Watervliet Shaker Road
Albany, New York 12205

Dr. William C. Brayden, District Superintendent - (518) 456-9215
Mr. Zebulon Robbins, Project Administrator - (518) 456-9295
Mr. David Titus, Co-Director - (518) 456-9297
Mrs. Lynda Regan, Co-Director - (518) 456-9289

SED Liaison: Robert Barron, Associate, School-Library Services Liaison, BSLS - (518) 474-7890
R. Edwin Berry, Associate in Library Services, BRLS (518) 474-6971

2. Broome-Delaware-Tioga BOCES School Library System
Upper Glenwood Road
Binghamton, New York 13902

Dr. Leslie F. Distin, District Superintendent - (607) 729-9301
Mr. Rodney Van Housen, Project Administrator - (607) 729-9301 x 322
Mrs. Janet Bohl, Project Coordinator - (607) 729-9301 x 301

SED Liaison: Ann Watt, Associate in School Library Services, BSL (518) 474-2468
John McAvin, Assistant in Library Services, BRLS (518) 474-6971

3. Delaware-Chenango-Madison-Otsego BOCES School Library System
R.D. #3, East River Road
Norwich, New York 13815

Dr. Freeman A. Van Wickler, District Superintendent - (607) 334-2771
Mr. Brian Horey, Project Administrator - (607) 334-2771
Mrs. Joyce Foote, Project Librarian - (607) 334-2771

SED Liaison: Theresa Case, Associate in School Library Services, BSL (518) 474-2468
John McAvin, Assistant in Library Services, BRLS (518) 474-6971

4. Oswego County BOCES School Library System
P.O. Box 488
Mexico, New York 13114

Dr. Burton Ramer, District Superintendent - (315) 963-7251
Ms. Patricia Mautino, Project Administrator - (315) 963-7251 x 248
Ms. Barbara S. Jones, Project Director - (315) 963-7251 x 248

SED Liaison: Benjamin F. Meffert, Associate in School Library Services, BSL (518) 474-2468
R. Edwin Berry, Associate in Library Services, BRLS (518) 474-6971

5. Syracuse City School District School Library System
409 W. Genesee Street
Syracuse, New York 13202

Mr. Lionel Meno, Superintendent - (315) 425-4164
Mrs. Joyce Everingham, Project Director - (315) 425-4216
Mrs. Judy Miller, Library Media Specialist- (315) 425-5848

SED Liaison: Robert Barron, Associate, School-Library Services Liaison, BSLS - (518) 474-7890
R. Edwin Berry, Associate in Library Services, BRLS - (518) 474-6971

OSWEGO COUNTY BOCES
CURRICULUM RESOURCE CENTER (CRC)

Mexico, New York 13114
Telephone: (315) 963-7251
Hours: M—F, 8:00 a.m.—4:30 p.m.,
or by appointment

FACT SHEET — 1980—81

District Superintendent: Dr. Burton Ramer
Assistant Superintendent: Mr. Louis Pettinelli
Director CRC: Mrs. Patricia Mautino

I. "WHO & WHERE"

Established in October 1970, the CRC presently serves some 1650 teachers and approximately 27,500 students in the component districts:

Altmar-Parish-Williamstown
Central Square
Fulton
Hannibal
Mexico
Oswego
Phoenix
Pulaski
Sandy Creek
Swetman Learning Center (Campus School)

II. "WHY"

The BOCES Curriculum Resource Center exists to provide collections and services to the teachers and staffs of Oswego County Schools. These collections and services are those identified as needed by a consensus of school personnel and are supplementary in nature, i.e. not in duplication of, or substitution for, local building or district level programs.

The CRC also promotes innovative educational services which support a wide variety of learning patterns, teaching strategies and curriculum needs.

By working closely with library media programs existing in the local schools and districts, as well as with those at the state level, the CRC strives to deliver those media services appropriate to the regional level and complimentary to a total service system.

III. "WHAT"

Eight basic service areas are offered to component school districts:

.. 16mm Film Library Service (including some 2171 prints and 6 full length feature films.)
.. Media Collections Service (including 300 filmstrip sets, 303 media kits, 9 live animal species, 1043 transparency masters, 182,000 plus microforms, 51 periodicals, 4300 professional books, 50 slide sets, 500 audio tapes, 250 video tapes, 9 vacuform sets, 1200 art prints/study prints.)
.. Audio-Visual Equipment Repair Service
.. Professional Research Service
.. Media Duplication, Preservation & Production Service
.. Special Topics: Reading Council; Optional Education Programs (OEP); Job Information Center (JIC); School Library System Project; Reading Is Fundamental (RIF).
.. Inservice Education
.. Library Media Center Consultation Service

OSWEGO COUNTY
SCHOOL LIBRARY SYSTEM

Oswego County BOCES
Curriculum Resource Center
Mexico, New York 13114
Telephone: (315) 963-7251

FACT SHEET — 1979-1980

District Superintendent: Burton Ramer
Assistant Superintendent: Louis Pettinelli
Director, Curriculum Resource Center: Patricia Mautino
Project Director: Barbara Jones

The Oswego County School Library System Project began in spring, 1979 upon receipt of special New York State funding as one of the school library system pilot projects. The goal of this project is:

to plan and implement a model school library system for all the schools of Oswego County over a three-year period which results in 1) defining the components of such a system; 2) insuring the necessary knowledges and attitudes on the part of the decision-makers (library media specialists, administrators and school boards), 3) testing out at least minimum level services for all participating units; 4) moving toward an expanded intersystem program; and 5) evaluating the experience for data useful to improvement, expansion, and replication.

The following priorities emerged through the planning process of this project and will be the primary activities of this system:

1. *Initiation of OCLC support for:*
   - *a) development of a Union Catalog(s)*
   - *b) cataloging and processing service*
   - *c) interlibrary loan*

The OCLC on-line Union Catalog is a computer database of bibliographic information created by the cooperative cataloging effort of over 1400 participating libraries throughout the country. The services of OCLC will be utilized to create the database for the Oswego County School Library System Union List. Additional OCLC subsystems are available to produce catalog cards, if school districts so desire, and to facilitate interlibrary loan by communicating loan requests on-line.

2. *Expansion of existing Union List of Serials to include elementary schools and area public and academic libraries.*

The Oswego County High Schools' Interlibrary Loan System made its Union List of Periodicals available for the first time in fall, 1976. Since that time the Union List has been revised, reprinted and expanded to include additional high school and junior high school periodical holdings. It is the intent of the project to further expand this Union List to reflect K—12 periodical holdings and to interface with the North Country Reference and Research Resources Council Union List of Serials.

3. *Improved availability for easy communication between participating agencies via telephones, mail and delivery services, newsletters and directories.*

Communication capabilities are instrumental to the success of the cooperative activities proposed in this project. Firsthand access to telephones for the contact person in each district will be important. Likewise, mail and delivery service for each library, utilizing and if necessary, expanding existing capabilities, will allow for more efficient sharing of information and resources.

4. *Photocopying support including xerography and microform printing.*

A study of local capabilities and extent of use will demonstrate if this support is necessary at the system level.

5. *Consultant services in identified areas of need, for example library skills curriculum development, teaching methodology, storytelling and booktalks, library public relations, copyright, federal projects, technology, staff training, and so on.*

Consultant services, utilizing local as well as outside consultants, will be available over the three year period to provide formal and informal workshops, individual assistance and information in these areas of need. As additional needs are identified, the system will address them as well.

6. *Public relations -- improvement and support.*

Public relations, for the school libraries as well as the system, will be an ongoing priority area where the project can provide assistance through information, planning, consultants and other forms of support.

7. *Duplicates exchange.*

The objective of exchange of duplicates will be to provide a means for better utilization of existing resources by locating underused duplicate copies at another library site with need for that item.

8. Expansion of existing "Booklook" project to be a full cooperative materials review service.

The "Booklook" project began two years ago as a cooperative book review program coordinated by the Curriculum Resource Center. The program circulates review copies of trade books to school library media specialists who wish to participate. The overall goal of the project is to promote and support better purchase decisions resulting in higher quality collections and better budget utilization.

Through the system project, "Booklook" will be expanded in size and scope to include audio-visual software as well as more publishers of quality books.

9. Identification and/or development of special collections for systemwide ownership and/or sharing.

This objective is intended to facilitate the identification of unique collections which local districts wish to share and to develop a collection of additional special materials for systemwide use, such as reference tools for interlibrary loan request verification.

10. Countywide "ready-reference" service.

Through the use of the county Union List and communications system, library media specialists will be able to access other collections, when necessary, to meet reference needs, particularly of a short but immediate nature.

11. Expanded access to and use of available area, state and national data base services.

Presently, Oswego County educators have access to the Educational Resources Information Center (ERIC) database through the services and collections of the Curriculum Resource Center and the Educational Programs and Studies Information Service (EPSIS), New York State Education Department.

Access to additional database services, which cover numerous subject areas, through EPSIS and other library agencies will be investigated and provided.

12. Feasibility of countywide "library card".

The system project will undertake a study of the possibility of a countywide "library card" so that patrons may borrow and return materials through any library in the county.

13. Feasibility study of expanding access to school library resources and/or services during times of non-school operation.

The system will also study the possibility of accessing school library resources during vacation periods, perhaps through extended loans of resources to public libraries or a method of interlibrary loan. Based on this study, a pilot may be conducted.

These thirteen identified objectives form the basis for the operation of the three-year pilot project. Over the course of the project these may be revised and additional needs identified.

An Advisory Council has been established to act as a steering committee to provide direction to the system in identifying needs and priorities, to participate in ad hoc committees, to act as communication liaisons and to participate in the ongoing evaluation of project objectives and activities.

The Oswego County School Library System Advisory Council for 1979 is as follows:

Alicia Parry	Library Media Specialist	Altmar-Parish-Williamstown
Marsha Swimm	Library Media Specialist	Central Square
Margaret Quirk	Library Media Specialist	Fulton
TBA		Hannibal
Robert McGruder	Superintendent	Mexico
Kay Shaver	Library Media Specialist	Oswego
Sue Shuman	Library Media Specialist	Phoenix
Ronald Butterfield	Principal	Pulaski
Richard Gilbert	Principal	Sandy Creek
TBA	Library Media Specialist	Non-Public Schools
Patricia Mautino	Director	Curriculum Resource Center, BOCES
Anne Commerton	North Country 3R's, President, Board of Trustees	Director, Penfield Library, SUCO
Len Meinhold	Director	North Country Public Library System
Burton Ramer	District Superintendent	Oswego BOCES
Barbara Jones	Project Director	Oswego BOCES
Ben Meffert	Liaison	State Education Department
R. Edwin Berry	Liaison	State Education Department
Philip Kugler	Student	Mexico
TBA	Student	Bishop Cunningham
TBA	Teacher	

COOPERATIVE COLLECTION DEVELOPMENT:

PERSPECTIVES ON THE MISSOURI LIBRARY ASSOCIATION 1980 CONFERENCE

Mary J. Cronin

Before I came to Missouri, it seemed that I knew a lot about the state of the art in cooperative collection development. As Executive Director of the Library Council of Metropolitan Milwaukee, I have worked for the past four years with a successful Coordinated Collections Committee involving all types of libraries. This committee has assessed the strengths of Milwaukee area libraries in a variety of subject areas, and has assigned on-going collection responsibilities to participating libraries. Through the Library Council, journal subscriptions have been coordinated, cooperative decisions made on expensive purchases; union lists and directories of area subject collections have been prepared. Council libraries have made a major commitment in terms of staff time, money and administrative support for cooperative collection development. We have not come up with all the answers, by any means, but it seems to me that the Milwaukee area has made more progress than most in putting the cooperative collection theory into practice.

It has been a pleasure, therefore, to discover that there is a lot more to learn about this topic. Thanks to the Missouri Library Association, I've been lucky enough to attend the ideal conference -- the one that we wanted to put together for all of you but simply couldn't because of logistics. There is no way to gather over 400 people in one room and expect that they will have meaningful discussions and begin to make decisions in the short span of two days. So the group had to be broken down into working units and it seemed logical to divide conference participants by type of library, and, in the academic and public groups, to subdivide by geographical area. This made it possible for you to focus on the issues more precisely, but, of necessity, it also limited the range of discussion in each group. My job is to share a more general perspective with you, so that you have a clearer understanding of what this conference has accomplished, what problems and challenges it has identified, and where it is going to lead.

It should be emphasized that this is most certainly only the beginning. A tremendous amount of energy and work will be needed to turn the results of the conference into successful multitype action at the regional level, and even more commitment and understanding will be needed to achieve the ultimate goal of a statewide collection development plan.

Let's begin by reviewing the conference theme and some of the building blocks which Duane Webster articulated in his talk yesterday morning and which have been reinforced by the workshop discussions. We started with the assumption that some form of cooperative collection development is essential for Missouri libraries and indeed for any successful multitype library resource sharing program.

As cooperative organizations around the country emerge from their formative stage, there is increasing interest in cooperative collection development as a priority activity. Economic pressures, the need for better internal control of library collections, continued proliferation of published information in a variety of formats, and not least, the desire of librarians to have something tangible to show for their cooperative efforts, all provide impetus for this activity. Successful cooperative collection development does involve a commitment by participating libraries. Before it can even begin, each library must have a usable description of its own collection -- an articulated collection development policy -- an objective appraisal of strengths and weaknesses and an analysis of the needs of its primary user group. Only when this individual library commitment has been made does it make sense to meet with other libraries to discuss a cooperative collection development program.

At this conference you had an opportunity to begin the process by assessing the current situation in your libraries and regions, identifying barriers and incentives to cooperative collection development and making some recommendations for action. As I mentioned earlier, the conference planners hoped that each workshop, with the help of a facilitator, would create a basic common knowledge of what cooperative collection development really involves, including both problems and advantages, and that each participant would come away with a better understanding of how it might begin to operate in their area.

Not every group followed exactly the same procedure, or identified the same problems, or envisioned identical solutions; some people saw more barriers, some saw more incentives; your recommendations for action may seem to point you in somewhat different directions, but that's the inevitable result of beginning a process with so many different points of view and such a variety in size and type of library collections. Nevertheless, this conference has created the impetus for a Missouri cooperative collection effort which can succeed --

and which will succeed if all of you who attended the conference go back to your regions, talk to your colleagues and begin to implement the plans you have made.

Let me give you just a few examples of what those plans are: in the academic workshop a group from the Kansas City area recommended a ten-step process for achieving the goal of developing comprehensive and standardized descriptions of each library collection in the network, beginning with establishing a group within the network to take responsibility and including agreement on common terms and standard formats for collection description, creation of reporting forms for data collection, assignment of responsibility for collection of the information from each library and dissemination to network members, and, once this has been agreed upon, designing a pilot study which would involve a small number of libraries to test the methods and forms and to fine-tune the process before involving all network members.

Academic librarians in the St. Louis area had a somewhat different approach to the same goal. Their recommendations began with obtaining basic agreement from all types of libraries to cooperate in collection development, preparation of a directory of collection development officers in each library, holding meetings of collection development officers, exchanging written policy statements, exchanging existing COM catalogs and obtaining financial support for the development of a network union catalog.

In the public library workshop, the Northwest group began by noting that the long-range plan for their network already endorses the concept of CCD. As a next step, the network coordinator will develop a standard method and form for carrying out subject analysis of the non-fiction collections and the network will provide a small financial incentive for those libraries that wish to participate. Another step will be to compare ILL records of the network members to try and determine which user needs are not being met locally. In addition, all network libraries will be added to the regional periodical data base.

Public librarians in the Southwest area recommended that their network be charged with forming a cooperative collection development committee which could establish a model project. As part of this project they envisioned updating individual library selection policies, community analysis to identify user needs and cooperative analysis of certain subject collections.

One group of special librarians envisioned a four step process which would begin with assignment of the task of achieving statewide cooperative collection development to the Missouri Libraries Network Board. The Board would form a representative Coordinated Collections Committee to investigate what has been accomplished in other states, seek legal advice, and hire a consultant to develop a model for testing at the regional level. During the next phase, a prototype network would be selected to test the model procedures for cooperative collection development. After one year of operation, this model would be evaluated by an outside consultant and adjusted as necessary for replication in the rest of the state.

The school library workshop devoted some time to a general discussion of the advantages of multitype library programs and identified some first steps toward cooperative collection development. These included establishing better intra-district cooperation among school libraries, involving schools in existing union catalogs and serials lists, looking at successful models which have involved school libraries in other parts of the country and a detailed analysis of individual library collections.

While each workshop group noted particular problems and incentives for cooperative collection development for its type of library, a number of common themes emerged from the discussion. In many cases, issues identified by one group as barriers to cooperative effort were perceived by others to be incentives or positive benefits. This was especially true of the basic step of individual library collection analysis and description. The time-consuming aspect of this undertaking and the need for development of standards and procedures were balanced against the improved knowledge and control of the collection once the process was completed. In some regions there was concern about geographic distance, in others about lack of cooperation by certain large libraries. Several groups raised the idea that there might be prerequisites to a state collection development program: legislative change, development of a comprehensive data base and community analysis were most often mentioned.

There was, however, general agreement that some steps should be taken now to pave the way for cooperative collection development in each region. The agendas for action prepared by each discussion group supply a variety of possible approaches, but they will need adjustment and refinement to yield a comprehensive plan for the state.

Among the most frequently mentioned issues which must be taken into account in formulating this plan are:

1) There has to be an organizational structure within which cooperative collection development can take place.

   There was agreement that in many cases the existing regional network situation was well suited to carry out recommended activities - but the special and school librarians may want to meet first within their own groups to continue discussions initiated at the Conference and convince other members of the importance of CCD.

2) Some kind of model is needed for analyzing and describing collections.

   Libraries should agree on terminology and methods before beginning their analysis. Several groups suggested pilot projects for their region. It would be well to consider whether one area of the state should be designated as a pilot to develop a statewide procedure, or whether each region should proceed independently.

3) Better methods for the identification of resources, including human resources, need to be developed.

4) All types of librarians must meet together to discuss cooperative collections development in their regions.

5) Some form of statewide coordination is necessary.

This conference has allowed librarians to make recommendations essentially for their type of library. Now it is necessary to find out what your counterparts in other types of libraries are thinking. The workshops demonstrated that no one type of library is the preordained leader in cooperative collection development: in some areas, it will be the academic librarians who are most ready for action; in others the public or the special or the school libraries will take leadership.

Some common concerns have also emerged. I don't have the answer to all of these, but would like to discuss just a few so that you will know what is on the minds of your colleagues.

1) There is concern about divisions between large and small libraries in cooperative collection development. This came out in a number of ways. Are the largest libraries going to be saddled with responsibility for collecting in all areas and subsequently swamped with outside requests? I can tell you that this has not been the experience in other areas of the country, that in fact larger libraries often find the opportunity to eliminate duplication of effort and the increased access to smaller, specialized collections to be a great benefit of cooperative collection development. In addition, larger libraries are often most in need of the type of collection analysis which underlies a cooperative project. Having said this,

I expect that the larger libraries in each region will still have to work through some of these concerns within their network.

Another side of this concern is the idea that smaller libraries don't really have very much to contribute. Again, I can say from experience that this is not the case. One thing that collection analysis frequently reveals is that there are unique resources to be found in even the smallest library. It is also important to keep in mind that assumption of collection responsibilities is not just by subject area but also by collecting level. The same subject, for example health and medicine, can and will be covered differently by different types and sizes of libraries. The small public or school library can take responsibility for collecting the kind of popular health and self-care materials that their users need; hospital libraries obviously will have more technical, professional material and academic libraries will collect according to their curriculum needs. All of these approaches are needed for a comprehensive coverage of health and medicine. So small libraries are not just the benefactors of cooperative collection development. As they become involved in the process, their contributions will be recognized and appreciated.

2) Another concern is the reaction of the library user to cooperative collection development. Are libraries short-changing their users by sharing subject responsibility? Will users protest at having to travel to another library or wait for the delivery of shared materials? As Duane Webster pointed out yesterday, cooperative collection development is not a substitute for libraries maintaining collections sufficient to serve their primary user group. It is the infrequently used materials that best lend themselves to shared development. Since one library's infrequently used materials may be the collections most in demand at another type of library, both can benefit without adversely affecting the user. In fact, it's interesting to note that school librarians identified better service to users as one of the main advantages of cooperative collection development. And, of course, an added advantage is that elimination of duplication frees funds to purchase resources that might otherwise not be available in any area library.

3) Related to user reaction is the need for "selling" cooperative collection plans to those above the library in an institutional hierarchy. From the

discussion, it seems that directors of public libraries are probably most flexible in making and implementing collection decisions. Academic librarians must win the support of the faculty and administration, school librarians of the district supervisors and principals, and special librarians face perhaps the most difficult task -- convincing their company or institution of the benefits of cooperation overall and specifically of resource sharing on the basis of cooperative collection development.

4) Once initial institutional support has been obtained, there is a concern with maintaining collection development agreements through changes in administration, staff and programs. Special libraries may go out of existence, or their parent companies may change specialties, altering the focus of the collection. Academic programs may be dropped because of declining enrollments, or the pressure of new program needs may force academic libraries to curtail collections in traditional areas. These changes point up the need for an overall structure to insure continuity of collection agreements. In the Milwaukee area we have worked with written collection agreements signed by the administration (not the librarian) of an institution

to minimize the liklihood of drastic reversals of policy. Even so, collection policies will be subject to change, and on-going, open communication among all participating libraries is a must.

Many of the workshop groups have already started to answer these concerns as part of the discussion process. Again, it will be a stimulating experience to go back to your region, meet with your colleagues from other types of libraries, and discover how much you will have in common and how far you have already come in a plan for cooperative collection development.

Well, having said all this, where do you go from here? What are the steps needed to take the information from this conference and turn it into action? Here are some of the answers which came from your workshops:

1) Plan meetings of all types of libraries in your area.
2) Review the Conference recommendations and decide what they really mean for your library.
3) Involve those who could not attend the Conference. Be patient -- you've learned a lot here.
4) Build a consensus about what needs to be done first and who will take responsibility.
5) Identify and use the resources that are already available, including the network structure, ard the Missouri Libraries Network Board.

6) Coordinate your planning statewide. Agree on whether one pilot program will be established to test methods. Keep lines of communication open from the area to the state level.
7) Be realistic about a timetable. There is still much basic work to be done. It is important to have a long-term approach to coordinated collection development.

As you know from your workshops and information packets there are a number of collection development efforts around the country which may provide some guidance or answer specific questions in planning for your area. But there is no model for statewide multitype cooperative collection development because you will be the pioneers in creating this model. If you are successful, other states will be looking to Missouri to find out how it can be done.

Appendix 1

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GUIDELINES
FOR
COLLECTION
DEVELOPMENT

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Guidelines for the Formulation of Collection Development Policies

1. INTRODUCTION

1.1 Purpose.

The Committee offers these *Guidelines for the Formulation of Collection Development Policies* in the belief that collection development policy statements must be comprehensible and comparable if they are to prove useful in the implementation of long-range goals for sharing of resources. To promote comprehensibility and comparability, policy statements must employ language which is clearly defined, and measures whose values are commonly understood.

1.2 Objectives.

The immediate aims of the designers of these *Guidelines* are to identify the essential elements of a written statement of collection development policy, and to establish a standard terminology and structure for use in the preparation of such policies.

1.3 Need.

Widespread budgetary constraints and the growth of interlibrary cooperation for shared resources and service networks have given impetus to the pressure to analyze collection activity in universally comprehensible terms.

1.4 Scope.

The Committee has attempted to provide an instrument that will be of use to libraries of all kinds and sizes in formulating statements of their collection development policies. All elements of the *Guidelines*, however, will not be equally applicable to all libraries.

1.5 Audience.

The *Guidelines* are intended to help library administrators and collection development librarians to produce a document that can serve as both a planning tool and a communications device. The resulting policy statements should clarify collection development objectives to staff, users, and cooperating institutions, enabling them to identify areas of strength in library collections; and by this means should facilitate the coordination of collection development and cooperative services within an area or region. The policy statement can itself serve as a communication to some audiences. For other selected audiences, among them library users, funding authorities, and governing boards, the statement should be reviewed as the data file from which interpretative statements can be formulated.

1.6 Methodology.

The *Guidelines* have been submitted to the Committee in open meeting at several Midwinter and Annual Conferences. The group discussions, in which numerous visitors have participated, have resulted in extensive revisions of the initial drafts.

1.7 Assumptions.

1.7.1 A written collection development policy statement is for any library a desirable tool, which: (a) enables selectors to work with greater consistency toward defined goals, thus shaping stronger collections and using funds more wisely; (b) informs library staff, users, administrators, trustees, and others as to the scope and nature of existing collections, and the plans for continuing development of resources; (c) provides information which will assist in the budgetary allocation process.

1.7.2 A library's policy for deselection (that is, identification of works which may be removed to remote storage locations or discarded) should be coordinated with its collection development policy. (See below *Guidelines for the Review of Library Collections.*)

1.7.3 It is desirable that form and terminology of collection development policy statements be sufficiently standardized to permit comparison between institutions.

1.7.4 Libraries have acknowledged the impossibility of building totally comprehensive collections, and will increasingly need to rely on cooperative activities. Collection development policy statements will assist cooperative collection building, and will also be of value to users and user-service units in locating materials.

1.8 Definitions.

1.8.1 Levels of collection density and collecting intensity.

1.8.1.1 Assumptions.

Definitions of collecting levels are not to be applied in a relative or *ad hoc* manner (that is, relative to a given library or group of libraries), but in a very objective manner. Consequently, it is quite likely that a large number of libraries will not hold comprehensive collections in any area. Similarly, academic libraries that do not support doctoral programs, or other types of libraries that are not oriented toward special research, may not have any collections that would fall within the research level as defined herein. The definitions are proposed to describe a range and diversity of titles and forms of materials; they do not address the question of availability of multiple copies of the same title.

1.8.1.2 Codes.

The codes defined below are designed for use in identifying both the extent of existing collections in given subject fields (collection density) and the extent of current collecting acitivity in the field (collecting intensity).

A. Comprehensive level. A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms) for a necessarily defined field. This level of collecting intensity is that which maintains a "special collection"; the aim, if not the achievement, is exhaustiveness.

B. Research level. A collection which includes the major published source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It also includes all important reference works and a wide selection of specialized monographs, as well as an extensive collection of journals and major indexing and abstracting services in the field.

C. Study level. A collection which supports undergraduate or graduate course work, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs, complete collections of the works of important writers, selections from the works of secondary writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

NOTE: Some college librarians have expressed a need for further refinement of the "Study level" code for use by libraries without comprehensive or research level collections, to enable them to define their collecting policies explicitly enough to meet the needs of network resources planning. We include the following optional subcodes for such institutions.

(1) Advanced study level. A collection which is adequate to support the course work of advanced undergraduate and master's degree programs, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs both current and retrospective, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

(2) Initial study level. A collection which is adequate to support undergraduate courses. It includes a judicious selection from currently published basic monographs (as are represented by *Choice* selections) supported by seminal retrospective monographs (as are represented by *Books for College Libraries*); a broad selection of works of more important writers; a selection of the most significant works of secondary writers; a selection of the major review journals; and current editions of the most significant reference tools and bibliographies pertaining to the subject.

D. Basic level. A highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopedias, selected editions of important works, historical surveys, important bibliographies, and a few major periodicals in the field.

E. Minimal level. A subject area in which few selections are made beyond very basic works.

NOTE: Some subject fields may be completely out of scope for a library's collections. These class numbers can be lined out in the analysis, or "0" can be used to indicate "not collected."

1.8.2 Language codes.

The following codes should be used to indicate languages in which material is collected. Libraries wishing a greater refinement of this data may subcode with the MARC language codes.

F. All applicable languages (i.e., no exclusions)
G. English
H. Romance languages
J. Germanic languages
K. Slavic languages
L. Middle Eastern languages
M. Asian languages
N. African languages
P. Other languages

2. GUIDELINES

2.1 Principles governing formulation and application of collection development policies.

2.1.1 Libraries should identify the long- and short-range needs of their clientele, and establish priorities for the allocation of resources to meet those needs. A collection development policy statement is an orderly expression of those priorities as they relate to the development of library resources.

2.1.2 Collection development policy statements should be reviewed at regular intervals to insure that changes in defined goals, user needs, and priorities are recognized, and that changing budgetary situations are confronted.

2.1.3 A library's collection development policy should be coordinated with those of appropriate other libraries, whether in a hierarchy of dependence, or in a division of responsibility among equals. A collection development policy statement should assist librarians to select and deselect in conformity with regional needs and resources.

2.2 Elements of a collection development policy statement.

2.2.1 Analysis of general institutional objectives.

This section should include:

- A. Clientele to be served
- B. General subject boundaries of the collection
- C. Kinds of programs or user needs supported (research, instructional, recreational, general information, reference, etc.)
- D. General priorities and limitations governing selection, including:
  - (1) Degree of continuing support for strong collections
  - (2) Forms of material collected or excluded
  - (3) Languages, geographical areas collected or excluded
  - (4) Chronological periods collected or excluded
  - (5) Other exclusions
  - (6) Duplication of materials (generally treated)

  NOTE: The collection development policy statement addresses the question of breadth and depth of subject coverage. Libraries will need to formulate separate statements of policy relating to duplication of materials; and such additional policy statements must be given consideration in fund allocation.
- E. Regional, national, or local cooperative collection agreements which complement or otherwise affect the institutions policy
- F. Legal, regulatory, or policy requirements of the institution.

2.2.2 Detailed analysis of collection development policy for subject fields.

It is recommended that this analysis be organized by classification scheme, with a parenthetical subject following the class number for ease of interpretation. The organization by class assures that the library's practice and policy with regard to the entire range of knowledge will be examined; and that the language used in the subject analysis will be as much as possible in a *lingua franca* for internal and interinstitutional discussions. Many libraries have chosen to design their collection development policy statements with an organization by academic program or broad subject descriptor. In such instances an index by class will facilitate cooperative resources planning with other libraries.

Libraries will differ in the degree of detail they will require for the analysis of their collection development policy by class. A suggested minimum refinement of the Library of Congress classification on which to structure the analysis is the breakdown into approximately five hundred subdivisions used in *Titles Classified by the Library of Congress Classification: National Shelflist Count, 1977*, Berkeley, General Library, Univ. of California, 1977 (see Appendix A). For Dewey or other classification schemes a comparably refined breakdown should be attempted. It must be stressed that this recommendation indicates a minimal refinement of classification analysis needed for interinstitutional comparisons. Many libraries will prefer to analyze their collections in greater detail.

For each subject category (i.e., classification number or group of numbers), indicate the following:

A. Level of collecting intensity codes to indicate
  (1) Existing strength of collection
  (2) Actual current level of collection activity
  (3) Desirable level of collecting to meet program needs
B. Languages
C. Chronological periods collected
D. Geographic areas collected
E. Forms of material collection
F. Library unit or selector with primary selection responsibility for the field.

2.2.3 Detailed analysis of collection development policy for form collections.

In some libraries special collection development policy statements are required for certain forms of materials, where policy governing the collection of those materials differs from the library's general policy for subject collections. Some examples of forms for which special policy statements may be needed include:

A. Newspapers
B. Microform collections
C. Manuscripts
D. Government publications
E. Maps
F. Audiovisual materials
G. Data tapes.

Where possible, it is desirable that the basic structure of the policy statement for a form collection follow subject classification; but with some form collections it will be necessary to use another primary arrangement (kind of material, area, etc.). For example, the policy statement for a map collection might be divided first into "general maps," "topographic maps," "raised relief maps," etc., with subdivision by area classification; that for a newspaper collection might be primarily by political division.

Whatever the basic structure chosen, the detailed analysis of collection development for a form collection should include the elements identified in 2.2.3.A–F above.

2.2.4 Indexes.

The information in the policy statement should be made accessible for a wide variety of purposes. To this end an index should be appended which correlates subject terms to class numbers. Individual libraries may also wish to index by academic programs, library units, or other key words or concepts.

The following appeared in a letter to the editor of these proceedings dated October 31, 1981 from Mr. William I. Bunnell, Executive Director, Resources and Technical Services Division, ALA:

"You and your colleagues may be interested in knowing that the RTSD/Resources Section/ Collection Management and Development Committee is working on "Guidelines for Cooperative Collection Development" which hopefully will be ready for publication in the summer of 1982."

The editor is very grateful for the help of Mr. Bunnell and of Ms. Sylvia Royt, the ALA Office of Rights and Permissions within the Publishing Services unit, for fair, equitable and helpful consideration of his request for permission to include the "Guidelines" in this publication.

Appendix 2

OMS
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THE COLLECTION ANALYSIS PROJECT: A BRIEF DESCRIPTION

In 1977 the Office of Management Studies (OMS) of the Association of Research Libraries received support from the Andrew W. Mellon Foundation to develop and test a self-study procedure for analyzing and improving research libraries' collection development practices. The intent was to design a process which would be flexible enough for individual academic and research libraries to adapt to their specific needs and interests. While the program would provide comprehensive coverage of collection development issues, libraries would be able to focus on those parts of the program of particular interest.

The resulting Collection Analysis Project (CAP) employs an assisted self-study methodology; that is, representative library staff carry out analyses with resources and advice provided by the OMS. This approach offers several advantages: it utilizes staff expertise and knowledge of the situation; it develops staff understanding of organizational realities; and it typically insures commitment to the results. The process was tested during 1977/78 in the libraries at M.I.T., Arizona State University and the University of California at Berkeley. It was refined during late 1978 and early 1979, and demonstration projects were carried out at the University of California at San Diego, Brigham Young University, Case-Western Reserve University and the University of Illinois at Urbana.

The complete Collection Analysis Program involves the systematic review of current collection practices leading to workable recommendations for change. For those libraries wanting an overall, comprehensive review, the study is divided into two major parts. The first includes an investigation of library goals and objectives which identifies how collection objectives and/or policies are prepared and used and assesses their suitability. This is followed by a review of environmental pressures for change which examines trends in resource-sharing, scholarly publishing, higher education economics, and university programs. The third part of phase one is an examination of the historical development of the collection, which notes the strengths and weaknesses of the collection as well as its physical dimensions and major components. These introductory investigations lead to an interim report which furnishes background information for the second group of analyses and which defines the parameters of the remainder of the study .

The second phase includes a review of collection development operating practices which looks at selection policies and practices, organizational and staffing patterns of collection activities, acquisitions operations and gifts and exchange programs. A collection assessment module investigates problems of assessment and available methods of assessment, and usually leads to assessment of specific portions of the collection. A module on materials fund allocation reviews the way in which decisions are made regarding where collection funds are assigned. Major concerns include who makes the decisions, how they are made and what criteria are used to support the decisions. A resource sharing study investigates the real and potential impact of current and evolving national, regional and local cooperative programs on the library's collections program. The final module examines current activities, needs, and future prospects in the area of preservation. While all sections of the program have been done by some libraries, others have selected only those areas of most importance to them.

The study is carried out by staff members appointed to a study team and a series of task forces. The study team is responsible for the overall conduct of the study at each library; it carries out the initial general analyses, and produces the interim and final reports with recommendations for change. The study team also appoints and manages the work of a series of task forces which conduct the analyses in the second phase. These task forces follow written charges prepared by the study team and report their results to the study team. The final report — usually a synthesis of the work of the study team and the task forces -- is prepared by the study team and submitted to the director for action.

The library director plays a critical role throughout the project. After consultation with staff and university officials, the director makes the final decision to participate. He or she selects the members of the study team, and prepares a written charge to team members. The director also provides his or her perspective on anticipated problems and potential opportunities for the study and communicates the project's intentions and results to university administrators and faculty.

Teaching and research faculty provide the study team with information regarding their collection needs and assessment of the library's performance in fulfilling those needs. Much of this faculty input is generated during the collection assessment phase through surveys of faculty needs and satisfaction levels and joint evaluation of specific parts of the collection by faculty-bibliographer teams. Oher input comes from study team and task force interviews with key faculty.

The OMS provides a series of resources to assist libraries in carrying out the project. A manual provides the procedural and conceptual frameworks for the operation of the study. In addition, it discusses the issues involved and presents a prescribed analytical approach. The manual has been prepared to be adaptable to a range of local differences among libraries, and each library makes specific adaptations as the study proceeds. A primary intention of the manual is to eliminate the need for the study team to expend large amounts of time on project design so that it might focus on the actual review and analysis and development of recommendations.

In addition to the manual, the OMS has developed supplementary written materials intended to assist in carrying out specific project tasks. Included are data-gathering instruments such as user surveys, interview guides, formats for analyzing and displaying data, and working papers dealing with such issues as preparing the interim report, preparing the final report, and group decision-making.

Finally the OMS provides direct assistance to the study team during the project, mainly through a series of on-site training sessions during which OMS staff facilitate the definition and resolution of problems and the planning for the next study phases. The OMS staff members are also available for consultations with the study team via telephone or, if necessary, in person.

The results of CAP studies usually are within two general categories:

> +First, the reports provide to participating libraries an agenda for action. The need for specific changes is documented and specific strategies are recommended. These might include changes in materials fund allocation processes, development of comprehensive preservation and conservation programs, the clarification of staff responsibilities in the collection development process or movement toward ongoing collection assessment programs.
>
> +Second, participation in the program provides an opportunity for library staff to gain increased understanding of the issues facing the library in its collection development efforts. The program also offers to staff experiences in analytical problem solving, group decision-making, and organizational development and change.

Libraries interested in participating in CAP should contact the OMS for additional information. An early step is a one-day site visit by an OMS staff member to describe the program, respond to specific questions, develop an understanding of the library's particular needs and concerns, and prepare a proposal outlining possible applications of the CAP procedure.

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Appendix 3

> ". . . results ot subject assessments [of member library holdings] are published in summary form in the monthly *LCOMM News*, which is distributed free to the staffs of the member libraries . . . besides providing knowledge of the locations of strong collections in various subject areas, the hoped for result . . . is the acceptance of the responsibilities of serving as resource centers in chosen subjects"

Coordinating Collections in the Milwaukee Area

by Robert Haertle

THE LIBRARIANS of the Milwaukee area have under way a serious effort at cooperation in collection building. It is carried on by a standing committee of the Library Council of Metropolitan Milwaukee (LCOMM). The Council was founded in 1973 as an intertype library effort attempting to bring together in one organization all library interests: those of academic, public, school, and special libraries. It embraces a four county area of southeastern Wisconsin. In 1975, in an effort to provide a sharper focus for its actions, a long range planning committee was appointed. After extensive consultation with area librarians, an ambitious plan was published: *A Plan for Cooperative Action*. Final Report, Long Range Planning Committee, of the Library Council of Metropolitan Milwaukee. Compiled and edited by Susan Keller, executive director. Milwaukee, 1976. This document pointed out a number of areas in which cooperation was necessary and possible, and recommended the formation of various working committees to address them. As a result, today the work of LCOMM is supported by committees working in such areas as archives, databases, continuing education, public services, and collection development.

One of the early recommendations on cooperation in collection development made in the long range plan document was: ". . . that the special committee on acquisitions include, initially, representatives from Marquette University Library, Milwaukee Public Library and UWM (University of Wisconsin-Milwaukee) Library." In trying to determine the sorts of cooperation which should be attempted, the long range planners had to contend with the problem posed by the different funding bases of the three institutions. This resulted in the further recommendation: ". . . that cooperative acquisitions involving the purchase of materials with pooled funds contributed by participating libraries be rejected at this time as not currently feasible in the LCOMM area because of legal and other obstacles."

The activities of the committee have, therefore, been directed toward *coordinating* the collection activities of libraries in the LCOMM area; thus its name, the Coordinated Collections Committee. Although, as directed in the long-range plan, the three large libraries mentioned above form the nucleus of the Coordinated Collections Committee, other libraries are not ignored. A fairly large number of specialized libraries have participated in regular meetings of the committee.

Subject area assessments

The committee has approached its task by making assessments of the strengths of library collections in various subject areas. In conducting these assessments, it makes an effort to obtain input from any area library which has a strong collection in the subject under study. Letters are sent out to representatives of these libraries inviting them to attend the meetings at which the subject will be discussed. Specific invitations were found to be helpful in overcoming hesitation on the part of many small libraries because of the dominant role played on the committee by the three large libraries. This hesitation seems to exist in spite of the fact that the three libraries have tried to lead rather than dominate and have emphasized that even small libraries may have unique resources which would be of interest to all the libraries in the area.

The committee has had a good degree of success in achieving a broad base of input into its assessments. In its recent study of the subject of the arts, for example, besides Marquette, Milwaukee Public and UWM, participants included the Milwaukee County Historical Society, the Milwaukee Art Center, Milwaukee School of Engineering, Milwaukee Public Museum, Wisconsin Conservatory of Music, Alverno College, Mount Mary College, Milwaukee Center for Photography, and Cardinal Stritch College. The effort to obtain breadth of input has caused the work of subject area assessment to proceed rather more slowly than had been foreseen, but the committee considers the more comprehensive results worth the trouble.

As an aid in describing levels of collection strength, the committee has developed a six-level set of descriptors. (Figure 1) They were derived from a combination of those used by the Milwaukee Public Library and the Stanford University Library. By combining public and academic library needs as collection criteria, it was hoped that the descriptors would be applicable to all participants in the intertype library effort.

Figure 1

LEVELS OF COLLECTION STRENGTH

LEVEL ONE: Minimal/basic reference level.

Only fundamental reference works containing general information on a subject, e.g. dictionaries, encyclopedias, surveys, bibliographies.

LEVEL TWO: Selective level.

This level includes slightly more than the basic level. In addition to reference works, it would include a small collection of monographs and journals sufficient for general overall coverage of the subject field.

LEVEL THREE: Representative: undergraduate teaching level.

A balanced collection that covers all aspects of a subject field without going into great depth. In an academic library, this would be a collection that can support an undergraduate degree program in the field.

LEVEL FOUR: Comprehensive: beginning research level.

A large, well-developed collection that includes both general and fairly specialized books and journals in the field, some of which are on an advanced level. In an academic library, a collection which provides at least minimally adequate support for a master's program in the subject.

LEVEL FIVE: Exhaustive: major emphasis level.

As comprehensive a collection in the field as possible, including highly advanced and extremely specialized materials as well as more general ones, and rare and obscure publications in addition to more common materials. In an academic library, collections which (with help from I.L.L.) can support most doctoral work in the field.

LEVEL SIX: Extremely exhaustive: intensive level.

One of the largest, most inclusive, best-developed collections in the world: collections of such scope and importance that they are internationally known, like the Folger Shakespeare Library collection.

Recently, in order to expedite the assessment of collections, an outline of the subject area to be assessed has been sent to the appropriate libraries along with the invitation to attend the committee meeting at which it will be discussed. The outline provides spaces numbered from one to six opposite each subdivision of the outline and the library representative is requested to check the box which corresponds with the strength of that library's collection in that subdivision. (Figure 2) (A copy of the six descriptors is mailed with the invitation.) They are also asked to bring the completed outline to the meeting. There they are given the opportunity to flesh out the bare bones of the outline with a narrative presentation of the nature of their collections. This verbal presentation is very important because it is through it that the unique qualities of collections are often discovered.

The proceedings of the committee meetings are recorded in detailed minutes which are a valuable rec-

Figure 2

PHILOSOPHY

Using the enclosed guidelines, please rate the strengths of your collections in the following divisions of Philosophy.

	1	2	3	4	5	6
Generals works						
General histories of Phil.						
Ancient philosophy (incl. histories)						
Medieval philosophy (incl. histories)						
Modern philosophy (incl. histories)						
Oriental phil. (incl. histories)						
Contemporary philosophy						
Metaphysics						
Ontology						
Cosmology						
Epistemology						
Philosophical psychology						
Logic						
Ethics						
Philosophy of religion						
Aesthetics						
Political philosophy						

Comments:

ord. The results of the subject assessments are published in summary form in the monthly *LCOMM News*, which is distributed free to the staffs of the member libraries. In this way the results of the committee's work reach a wide audience.

Besides providing knowledge of the locations of strong collections in various subject areas, the hoped for result of these assessments is the acceptance by some of the member libraries of the responsibility of serving as resource centers is chosen subjects for the LCOMM area.

The areas chosen for such commitments naturally follow from existing strengths. For example, because of its Jesuit character, Marquette University has historically developed extensive collections in philosophy and theology. The Marquette library has, therefore, agreed to serve as the resource center in these two subjects and accepts requests regarding acquisitions in them from any area library. However, because the University of Wisconsin-Milwaukee library has an extensive collection of Judaica and intends to keep it up, Marquette will not collect comprehensively in that area. In addition, because of a special trust fund, the Milwaukee Public Library is able to purchase specialized materials in atheism.

Serials coordination

A very important aspect of the committee's work is that done in the area of serials. The three large libraries (Marquette, Milwaukee Public, and UWM), as those holding the largest number of serials, are usually the major participants in this activity. They exchange lists of their serials holdings in the subject areas under discussion and take note of duplications. In addition, an effort is made to have the faculties of the related academic departments of Marquette and UWM indicate which of the serials on the lists are of high priority and which are of a low priority. Those titles designated as high priority are those which each institution will probably wish to retain even though they are duplicated at another library. Those designated as low priority are considered to be those which would be sufficiently represented by the existence of one copy in the area. Decisions regarding those which have been designated as neither high nor low priority are much more difficult and the committee has chosen to leave that area for future exploration. It was felt that a significant advantage could be achieved by dealing only with the relatively high number of titles concerning which decisions could more easily be made, and this aspect of the committee's work will, perhaps, prove to be the most fruitful. Financial savings may, of course, be realized, but this consideration should take second place to the provision of broader resources for the libraries in the area by allowing libraries to subscribe to journals not as yet represented in the area when they drop subscriptions to ones which are duplicated. The faculties of the academic institutions see this as a particular advantage of cooperation.

Non-subject assessments

With two academic libraries heavily involved in the coordinated collections program in Milwaukee, there are certain times of the year (summers and between semester recesses) when it is very difficult to obtain the input from faculty necessary for a balanced evaluation of resources in subject areas. At such times (and sometimes merely as a respite from the more difficult work on subject assessment), the committee has worked on non-subject areas of cooperation. One of these concerned newspaper subscriptions held by libraries in the Milwaukee area. Thirty-three libraries were involved in the project, which resulted in the cancellation of some duplicate subscriptions and the entering of new subscriptions for newspapers not at that time held by any library in the area. It bore further fruit in the publication by LCOMM of *Newspapers Currently Received in Milwaukee Area Libraries*, a union list.

Other nonsubject areas studied include government documents and documents of international organizations. Areas suggested for future consideration include foreign encyclopedias and microforms.

Clearinghouse

Another important area of committee activity has been the LCOMM Clearinghouse. The Clearinghouse, located at LCOMM headquarters, receives information from member libraries regarding purchase of, or new orders placed for unique, expensive, or otherwise important publications. The Clearinghouse keeps a card file of this information and makes it available to other libraries which may wish to know, before placing an order themselves, whether the desired material is or will be available in another library in the area. Information of this sort is regularly published in the *LCOMM News* and is always available by phoning the LCOMM office.

While the Clearinghouse service would seem to provide an easy means for the libraries in the area to share information, it has, to date, not been as successful as had been hoped, largely because of the lack of systematic reporting by libraries. However, there is still hope that, with a little more promotional work, the Clearinghouse will become the truly useful tool it has the potential to be.

Catalog information cards

Although the results of the subject assessments are summarized in the *LCOMM News*, the Committee felt such useful information should be made easily available to all library patrons. Toward this end, it is currently working to develop information cards suitable for filing in the card catalogs of any member libraries (Figure 3). They will make use of LC subject headings and will direct patrons to libraries in the area which have significant collections in certain subjects.

Though final format and other details have not yet been worked out, the Committee feels that the project holds great promise.

Figure 3

ARCHITECTURE—STUDY AND TEACHING

If you would like additional information on this subject, the following libraries have significant collections:

University of Wisconsin—Milwaukee Library
Milwaukee Public Library
Milwaukee County Historical Society Library

ASK AT REFERENCE FOR INFORMATION ABOUT THE *INFOPASS*
(Courtesy: The Library Council of Metropolitan Milwaukee)

Architecture—Study and Teaching

Access

The success of any venture into coordinated collection building depends to a large extent upon the sort of access to materials which the patrons of one library have in another. Very early in its existence, LCOMM inaugurated the INFOPASS program to facilitate such access. Supplied by the Council to member libraries, the INFOPASS (Figure 4) is issued by reference departments to patrons who have need of materials held in other participating libraries. By taking the completed infopass to the designated library, the patron has access to needed material either through in-house use or, if library policies allow, through direct loan.

Academic libraries may have special problems. A faculty member may be very enthusiastic about coordinated collecting until the day he or she discovers that the only file in the area of a needed journal is held by another library in the area and cannot be withdrawn and taken to one's office. Several things must be done to keep patrons satisfied. First of all, access must be made as smooth and painless as possible in spite of differing circulation policies. There must also be an effective means of knowing the resources available in other libraries. And, far from the least difficult, faculties must be educated to the acceptance of the occasional but inevitable inconvenience of having to go to another library or wait a bit for the desired material.

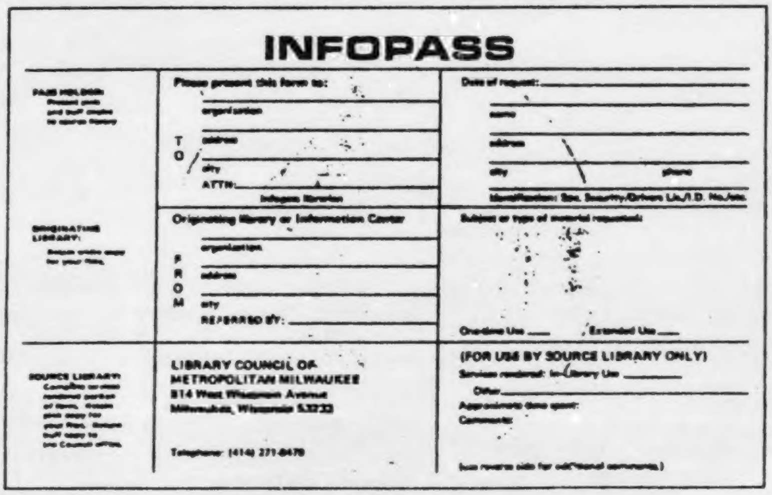
While problems of access have not all been resolved in the Milwaukee area, the Coordinated Collections Committee and other LCOMM committees are addressing them. The most significant accomplishment to date, made a reality through the efforts of the LCOMM Public Services Committee, is the recent inauguration of a daily shuttle delivery service between the three major libraries in the area.

Conclusion

Although the spirit of cooperation among the members is very high, little has as yet emerged from the Coordinated Collections Committee by way of formal commitments to subject collecting responsibilities. However, it may be too early to hope for such commitments to come about, since only a few subject areas have so far been studied in detail. Once a total picture of the resources of the area has been achieved, it may be easier to formalize agreements on collecting responsibilities. In the meantime, though, there continues to be a high degree of informal cooperation among the members.

Despite the lack of formal agreements, the experience of cooperating closely in the collection development effort has been a very salutary one for the librarians involved. Those working on collection development in the various libraries are now well-known to each other, as are some of the strengths and weaknesses of their collections. They now call upon each other for information and assistance much more freely than they did in the past. While financial savings may be the immediate goal of collection coordination, the development of this spirit of cooperation may be of more long-term significance.

Figure 4



INFOPASS

PASS HOLDER:

Please present this form to:
organization
T address
O city
ATTN:
Infopass librarian

Date of request:
name
address
city phone

ORIGINATING LIBRARY:

Originating library or Information Center
organization
F
R address
O
M city
REFERRED BY:

Subject or type of material requested:

One-time Use ___ Extended Use ___

SOURCE LIBRARY:

LIBRARY COUNCIL OF
METROPOLITAN MILWAUKEE
814 West Wisconsin Avenue
Milwaukee, Wisconsin 53233

Telephone: (414) 271-8470

(FOR USE BY SOURCE LIBRARY ONLY)
Services rendered: In-Library Use ___
Other ___
Approximate time spent:
Comments:

(use reverse side for additional comments.)

Postscript by the Author

Since the publication of this article in 1979, certain changes in emphasis and direction relating to the Coordinated Collections Committee have taken place.

The results of a long-range planning questionnaire sent to LCOMM members in early 1980 showed that the work of the Committee was not as well known or valued as other Council programs. It also became apparent that the directors of the three largest libraries involved in the Committee felt that it could achieve more in the way of cooperative agreements and the resultant broadening of available resources due to the savings achieved through resource sharing.

When LCOMM embarked upon the formulation of its new long-range plan, the concerns relative to the Coordinated Collections Committee were discussed at length. While the new plan has not yet been finalized, its implications for the Coordinated Collections Committee are clear.

One of the most striking changes from the previous long-range plan is the recommendation that methods be explored which would lead to a program of cooperative acquisitions, that is, the acquisition of certain materials with pooled funds contributed by member institutions. This sort of thing had previously been rejected as fraught with too many difficulties, mostly legal. However, it is now felt that the need is so great that a serious effort to find a solution to those difficulties should be launched.

Other recommendations were largely operational or structural. For instance, it is recommended that permanent membership in the Committee be limited to Marquette University, the University of Wisconsin-Milwaukee and the Milwaukee Public Library while other libraries are to be encouraged to participate in the work of the committee, particularly when the subject under review is of special interest to them. This recommendation was not meant to preserve some sort of exclusivity; rather it formalizes the fact that those three institutions have been the only permanent members.

It is further recommended that an attempt be made to accelerate the subject reviews and to bring their results more prominently to the attention of the LCOMM membership. Those means of doing this which were described in the original article will continue while a new method - eventual publication of synopses of the subject reviews in the form of a handbook - was favored.

Another recommendation requires that more attention be paid to the establishment of commitments on the part of the member libraries to subject collecting responsibilities. As a matter of fact, one of the reasons for limiting full membership on the Committee to the three large libraries was that it was felt that only such institutions can make real commitments to such responsibilities.

There is no doubt that following the recommendations of the new long-range plan will enhance the work of the Committee.

Robert Haertle
November 1, 1981

lcomm Library Council of Metropolitan Milwaukee, Inc.

COOPERATIVE POLICY STATEMENT

Today, no library can be totally self-sufficient in collecting all published materials. While each library strives to maintain a collection sufficient to meet the regular needs of its users, it is clear that some current and future needs can be handled most effectively through resource-sharing and cooperation with other libraries. All types of libraries in Milwaukee, Waukesha, Ozaukee and Washington Counties have agreed to cooperate through the Library Council of Metropolitan Milwaukee (LCOMM) and its Committee for Coordinated Collection Development to plan and carry out a variety of resource-sharing programs.

The Committee for Coordinated Collection Development includes the libraries of Marquette University, the University of Wisconsin-Milwaukee, the Milwaukee Public Library and other LCOMM libraries as their collection interests warrant. This Committee meets regularly to identify the major special and subject resources in area libraries, to discuss and in some areas determine collecting responsibilities for specific subject fields, and to coordinate the acquisition of expensive items among its members. The Committee's goal is to eliminate unnecessary duplication of purchases and to broaden the base of library materials available in the Milwaukee area by making plans for long-term future collection development.

In order for this cooperative effort to succeed in the long run, participating libraries agree to provide access to their collections for the patrons of other LCOMM libraries insofar as this is consistent with the provision of quality service to their primary clientele. It is understood that circulation of library materials to outside users is subject to the rules and regulations of each institution and to the guidelines and mechanisms agreed upon by LCOMM members.

The ______________________________ Library will accept and implement these principles of cooperation through active participation in LCOMM's Coordinated Collections Committee.

Authorized Signatures:	Title:
____________________	____________________
(For Library)	
____________________	____________________
(For Institution)	

Date: ______________

A PLAN FOR
COOPERATIVE ACTION

Final Report
Long Range Planning Committee

of the

LIBRARY COUNCIL OF METROPOLITAN MILWAUKEE
814 West Wisconsin Avenue
Milwaukee, Wisconsin 53233
(414) 271-8470

coordinated and edited by
Susan Keller, Executive Director

March, 1976

PLANNING AREA A COLLECTION DEVELOPMENT

GOAL: To maximize the effectiveness of resource development among area libraries.

*OBJECTIVE I

To provide an effective cooperative acquisitions program to complement the services of the clearinghouse.

OBSERVATIONS: The Acquisitions Subcommittee has defined "cooperative acquisitions" as involving the joint purchase of materials with funds pooled from a number of participating libraries. "Coordinated acquisitions" would include any other activities related to acquisitions engaged in by two or more libraries and not involving pooling of money.

The available literature indicates that interlibrary cooperation with regard to acquisitions and collecting is successful on a long-term basis, and that under present conditions ("information explosion", increased user demands, reduced buying power) it is necessary and inevitable.

Library involvements with cooperative acquisitions appear to date to be few in number. The leading effort, currently involving pooled funding, is the METRO/Cooperative Acquisitions Program in New York City. Close to two-thirds of the LCOMM planning survey respondents were at least potentially interested in cooperating with other libraries in making acquisitions-related decisions. The remainder were not interested, and/or had a policy of selecting books and materials independently of other libraries. Almost all respondents indicated that they were not interested in or were unable to participate in any interlibrary acquisitions program involving the joint purchase of materials with pooled funds.

Marquette University Library, Milwaukee Public Library (MPL) and the University of Wisconsin-Milwaukee (UWM) Library are now cooperating informally in making acquisitions decisions, and are moving toward making formal commitments.

RECOMMENDATION

It is recommended that Marquette, MPL, and UWM reach formal agreement on cooperation relating to acquisitions and collections and announce this agreement in the LCOMM Newsletter. Periodic joint meetings for decision-making purposes should be arranged.

RECOMMENDATION

It is recommended that cooperative acquisitions, involving the purchase of materials with pooled funds contributed by participating libraries, be rejected at this time as not currently feasible in the LCOMM area because of legal and other obstacles.

RECOMMENDATION

It is recommended that the special committee on acquisitions include, minimally, representation from Marquette University Library, Milwaukee Public Library, and UWM Library.

Active participation by special libraries is considered critical to the success of long-range cooperative efforts. The recruitment of specialized research libraries should be a priority target of the committee. The Acquisitions Committee should also function as a planning and reviewing body for acquisitions related portions of LCOMM's long-range program.

*OBJECTIVE 2

To determine and establish areas for sharing collecting responsibilities among member libraries.

OBSERVATIONS: One area in which the Acquisitions Committee should do work of major importance is that involving the long-term development of library collections along subject lines. The Acquisitions Subcommittee studied detailed analyses of collection strengths reported by members from Marquette, MPL, and UWM. In addition, the survey questionnaire was used in an attempt to gain more information about subject strengths and proved useful in identifying specialized subject collections held by libraries in the four-county greater metropolitan area.

RECOMMENDATION

It is recommended that the "big three" libraries agree formally among themselves to maintain for the future major or unique subject emphases in their collections, subject to changing priorities and availability of funding. This recommendation should be implemented immediately based on the initial recommendations for areas of emphasis as set forth in the Acquisition Subcommittee Report (Volume II).

RECOMMENDATION

It is recommended that LCOMM ascertain major subject strengths of other libraries in the area, with emphasis on special library collections, and that results of this study be used as the basis for obtaining commitments from additional libraries about future collecting emphases in subject areas other than those concentrated on by the "big three." It is essential that such accurate data be gathered prior to a second edition of the Council directory, Libraries and Information Centers in Southeastern Wisconsin, in order to ensure true representation of subject strengths within member libraries.

It is suggested that the Acquisitions Committee review subject development periodically and that particular attention should be given to identifying subject areas which are not emphasized in the LCOMM area libraries. A major focus of the committee's work would be the long-term development of library collection strengths in the greater Milwaukee area. Implementation of this recommendation should be completed during 1977.

*OBJECTIVE 3

To establish methods for shared retention and de-selection of library resources among member libraries.

OBSERVATIONS: In survey responses (Volume III) 66 out of 74 respondents indicated that libraries ought to make de-selection decisions cooperatively to ensure that worthwhile journals are not dropped by all libraries in the LCOMM area. The transfer of volumes on a permanent basis could complete previously broken holdings. This would primarily apply only to those titles that are obsolete or seldom used and would serve to ensure the availability of information that might otherwise be dropped from area libraries.

RECOMMENDATION

It is recommended that LCOMM actively encourage interlibrary cooperation in de-selection and decision-making about retention (shared retention) through the information clearinghouse and the activities of the Acquisitions Committee. De-selection is defined as a decision made to remove an item from a library collection or to cease receiving it, e.g. decision to cancel a journal subscription.

OBJECTIVE 4

To include information about acquisitions and collections in a central clearinghouse for member libraries.

OBSERVATIONS: LCOMM area libraries responding to the planning survey (Volume III) voiced support for a central clearinghouse of acquisitions-related information. For the last several years, libraries everywhere have experienced seriously reduced buying power as book and journal prices rose and acquisitions budgets remained static or declined. Maintaining subscriptions to costly periodicals has placed great strain upon library budgets and, in many instances, resulted in major reductions in the purchase of monographs. As a result, many libraries have already been involved with reviewing and cutting back subscription lists, are currently doing this, or contemplate such activity in the near future. Although librarians, in general, strongly advocate eliminating the unnecessary duplication of resources, they are committed to preventing resources from being eliminated from access. If subscriptions are cancelled on a large scale in the LCOMM area, a central clearinghouse could work to ensure that no worthwhile journal is cancelled by all participating libraries.

RECOMMENDATION

It is recommended that data related to acquisitions and collections be gathered to include, minimally: 1) lists of serial holdings of the larger libraries in the LCOMM area and of any smaller libraries which have specialized journal collections in particular subjects; 2) records of any major sets or other expensive items, especially reference materials, ordered by member libraries; 3) records of decisions made not to purchase expensive items by member libraries; 4) records of decisions not to subscribe to any journals, or to cancel existing journal subscriptions; 5) a comprehensive file of information about vendors patronized by participating libraries; 6) information about major areas of subject development in area library collections; 7) a centralized bank of information about films, audio-visual media, and other instructional materials held in the area.

RECOMMENDATION

It is recommended that member libraries make firm official commitments to cooperate with LCOMM by submitting the information listed above to the headquarters clearinghouse on a regular basis, and by using the clearinghouse to obtain information for book selection, cancellation decisions, and user referral.

OBJECTIVE 5

To promote the exchange of duplicates and discards.

OBSERVATIONS: Some obstacles prevent certain LCOMM member libraries from exchanging duplicates or discards freely among themselves or dealing with them in other ways (e.g., sale to the general public). Despite these limitations, most responding libraries indicated an interest in cooperation with other institutions in handling duplicates and discards.

RECOMMENDATION

It is recommended that the Long Range Planning Committee further investigate the legal and other issues involved in the cooperative handling of duplicates and discards from area libraries. Investigation should include a cost/benefit study.

OBJECTIVE 6

To provide a cooperative storage facility for little-used materials, to be shared by LCOMM member libraries.

OBSERVATIONS: Response to the section of the questionnaire dealing with storage indicated that fewer than one-third of the libraries in the area have any need at present to store little-used materials, and that the total number of volumes involved would be comparatively small (21,000 volumes). Libraries which do not need storage space now generally do not anticipate needing it within the next five years. Some interest in expanding the Milwaukee County Federated Library System's last-copy depository to include libraries not now eligible to participate was recorded. Such expansion might have the potential for solving any storage problems reported.

RECOMMENDATION

It is recommended that LCOMM take no immediate action concerning possible development of long-term cooperative storage facilities for little-used materials. It is further recommended that a second survey on this subject be carried out in 1980, to determine whether a five year lapse of time has significantly changed the local need for storage. It is suggested that LCOMM explore with the Milwaukee County Federated Library System the possibility of expanding participation in the last-copy depository program.

OBJECTIVE 7

To produce an inventory of area archival materials in order to clarify and define areas of responsibility for obtaining, maintaining, sharing and preserving archival collections.

OBSERVATIONS: An in-depth study into methods necessary to accomplish the stated objective has not yet been undertaken. It should be noted however, that an independent group including LCOMM representatives, has undertaken a project that will result in a publication entitled "Guide to Historical Resources in Milwaukee Area Archives." This checklist is expected to be available in Fall, 1976 and in effect will bring together information about collections and establish a base upon which the discussion of cooperative activities could take place.

RECOMMENDATION

It is recommended that LCOMM endorse the projected "Guide to Historical Resources in Milwaukee area Archives" and urge all members of LCOMM to cooperate in the compilation of the guide.

RECOMMENDATION

It is recommended that the Long Range Planning Committee consider development of a special committee on archives in order to provide the means, at the local level, for bringing area archivists together. This committee could be responsible for implementing the following recommendations.

RECOMMENDATION

It is recommended that the Archives Committee pursue identification of archival records of area organizations and institutions and encourage participation in an area archives program. Methods should be established to assist those institutions, organizations and people with archival papers in making decisions regarding their archives and manuscripts. Special emphasis should be given to legal aspects of archival development and access, and to the developing oral history movement.

RECOMMENDATION

It is recommended that the Archives Committee undertake the study and development of formats for aids and indexes of archival collections compatible with computer storage, and the exploration of developments for computer storage banks with capability of tie-in by archives throughout the country.

RECOMMENDATION

It is recommended that, upon completion of the "Guide to Historical Resources in the Milwaukee Area", the Archives Committee consider methods to build on this project. A clarification of specific areas of concentration might lead to agreements for division of responsibility which could, in turn, make possible a common field worker supported jointly by institutions having archival collections. Additionally, planning for in-depth publicity on archival resources existing in the Council area should be considered.

PLANNING AREA B PUBLIC SERVICES

GOAL: To provide effective, direct means of sharing library resources at the individual library user level.

*OBJECTIVE 8

To develop a means for direct interloan service to all libraries.

OBSERVATION: Under existing arrangements, all requests for interloan service must be mailed to the Reference and Loan Library (RLL) in Madison. Requests which RLL cannot fill are referred to MPL. The development of the Southeastern Wisconsin Union List (SEWUL) has provided a means for rapid verification of public library ownership of monographs held in Southeastern Wisconsin. SEWUL has thus stimulated interest in more rapid delivery of requested materials by direct requests to MPL. MPL currently receives 14,000 to 15,000 referral requests per

2. Before the second stage begins, provisions must be made for the continual updating and correcting that the union list will need. It is also suggested that a regular schedule for producing the microform lists be planned at this time.

3. The second stage of the development, which would be coordinated by the LCOMM office, is adding the serial holdings of other area libraries. This stage will be completed as funds and personnel permit.

D. Cooperative Acquisitions.

It is recommended that another working group be established to explore methods of cooperative acquisitions for special purchases. The working group should include representatives of some of the smaller libraries.

III. Approved recommendations which relate to an existing committee, program, or activity and are viewed as only operational or structural changes.

A. OCLC Task Force: On-Line Cataloging. It is recommended that all LCOMM/OCLC libraries catalog all materials (except non-Roman alphabet) on-line through OCLC. They should be especially encouraged to catalog serials on-line and to add their holdings statement when the serials union listing capability is available. To fully utilize the interlibrary loan subsystem and the proposed union listing capability, it is essential that libraries input all cataloging.

B. Union List Task Force: On-going Commitment. It is recommended that all plans for both serials and monographic data bases include plans for maintenance and upkeep. Participants in area bibliographic data bases must be committed to an on-going project. Since commitment can be a major factor in an automation project's success or failure, each participant must acknowledge responsibility to the project and to the other participants.

C. Coordinated Collections Committee.

1. Committee Membership. It is recommended that the Coordinated Collections Committee be made up of the permanent member libraries of Marquette University, University of Wisconsin-Milwaukee, and the Milwaukee Public Library with participation by a wide range of libraries in the LCOMM area in the work of the Committee as subjects are considered.

2. Accelerated Procedure. It is recommended that the Coordinated Collections Committee establish an accelerated procedure for reviewing subject areas based on a study of procedures in the document issued by METRO: " A Procedure for Creating a Subject Evaluation Profile for METRO Libraries" and on the work done by the Cleveland Area Metropolitan Library System. As the subject reviews are completed, the Committee will continue to make and formalize subject area commitments. The Committee will also engage in a systematic program of selection and deselection of journals and other continuations.

3. Further Applications. It is recommended that after collection determinations and strengths have been considered by the Coordinated Collections Committee, its work should be brought to the attention of the membership by various means:

   (a) continuing to issue the subject specialty catalog cards;

   (b) publish the synopses of collections strengths in a guidebook format;

   (c) hold periodic workshops or seminars to inform area librarians of collection strengths and commitments; and

   (d) continue to recommend topics for specialized union lists after receiving input from LCOMM members.

4. Cooperation and Liaison. It is recommended that the Coordinated Collections Committee seek liaison with and cooperate with other state groups or committees involved in activities similar to those of the Coordinated Collections Committee.

D. Public Services Committee.

1. Representation. It is recommended that the LCOMM Public Services Committee membership include representatives from each of the four counties and the full range of library types.

2. Extended Use of Libraries. It is recommended that LCOMM use a combination of the INFOPASS program and a regional interlibrary loan to achieve the effect of an LCOMM universal borrower's card.

3. AV Guidelines. It is recommended that after the LCOMM Guide to AV Resources project is completed, the Public Services Committee develop guidelines for the interloan of audio-visual resources in the area.

E. Archives Committee: Education. It is recommended that the Archives Committee continue to educate and assist area professionals and nonprofessionals who have custody of archival records. Training and assistance will focus on short-term continuing education, emergency training, and project assistance.

IV. Proposed recommendations which were not approved for implementation at the present time.

A. On-Line Implications. Recommended that the Coordinated Collections Committee review the implications of on-line data bases for collection development policies of libraries.

-- This was considered premature since the use of data bases is now in a developmental phase for most LCOMM libraries.

B. Study Board Structure. Recommended that a subcommittee be formed to study the LCOMM Executive Board structure.

-- This was given a low priority on the membership survey. There was general satisfaction with the existing Board structure.

LIST OF LITERATURE DISTRIBUTED TO SOME OR ALL CONFERENCE PARTICIPANTS

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HOUSE BILL NO.

GENERAL ASSEMBLY

INTRODUCED BY REPRESENTATIVES

DWIGHT L. FINE, Chief Clerk

AN ACT

Relating to the establishment, funding and supervision of library networks.

Be it enacted by the General Assembly of the State of Missouri, as follows:

Section 1. 1. As used in this section, the term "library network" shall mean a formal organization of different types of libraries which is created to serve the constituencies of the participating libraries in an improved fashion through planning and implementing projects and joint activities designed to share and extend combined resources.

2. Each library network shall certify to the state librarian, through its board of directors, the plan for its establishment, along with such other information as the state librarian deems necessary. No library network shall be eligible for state funds under this section until its establishment has been approved by the coordinating board for higher education.

3. The general assembly may appropriate moneys for state aid to library networks, which moneys shall be administered by the state librarian, under rules and regulations of the coordinating board for higher education.

The sum so appropriated for state aid to library networks shall be separate and apart from any and all appropriations made to the state library for any other purpose. The state librarian shall certify to the coordinating board for higher education for its approval the amount of each grant to each approved library network, and warrants shall be issued for the amount so allocated and approved.

4. Each library network receiving moneys under the provisions of this section shall submit annually to the state librarian, no later than the last day of the fiscal year in which such moneys were received, a report giving an accounting of activities and expenditures of funds during such year.

5. In the event that the general assembly does not appropriate sufficient funds to fully fund all library networks eligible for aid under this section, the amount which has been appropriated shall be distributed pro rata to each eligible library network. Each eligible library network's pro rata share shall be that percentage which that network's grant, as approved by the coordinating board, bears to the total amount of all grants approved by the coordinating board for all networks, but in no event shall it exceed the grant approved by the coordinating board.

NOTE:

This bill is being introduced into the Missouri General Assembly for the third time in its 1982 regular session.

Senator Paul Bradshaw of Springfield, Mo. is introducing it into the Senate; Representatives Alex Fazzino of Kansas City and Winnie Weber of House Springs, Mo. are introducing it into the House.

MISSOURI Library Association

RATIONALE FOR LIBRARY NETWORKS IN MISSOURI

To make more efficient and productive use of the public investment in the state's library resources, Missouri needs statutory recognition for multi-type library cooperation or systems which provide a mechanism to facilitate the sharing of resources among libraries for mutual benefit of their clienteles.

Today no library, large or small of whatever type, is self-sufficient. The rapid expansion of knowledge and the increasingly sophisticated information needs of a library's clientele, contrasted with the inflationary costs and diminishing dollars for libraries, are factors that are creating cooperative efforts among libraries beyond the traditional interlibrary loan.

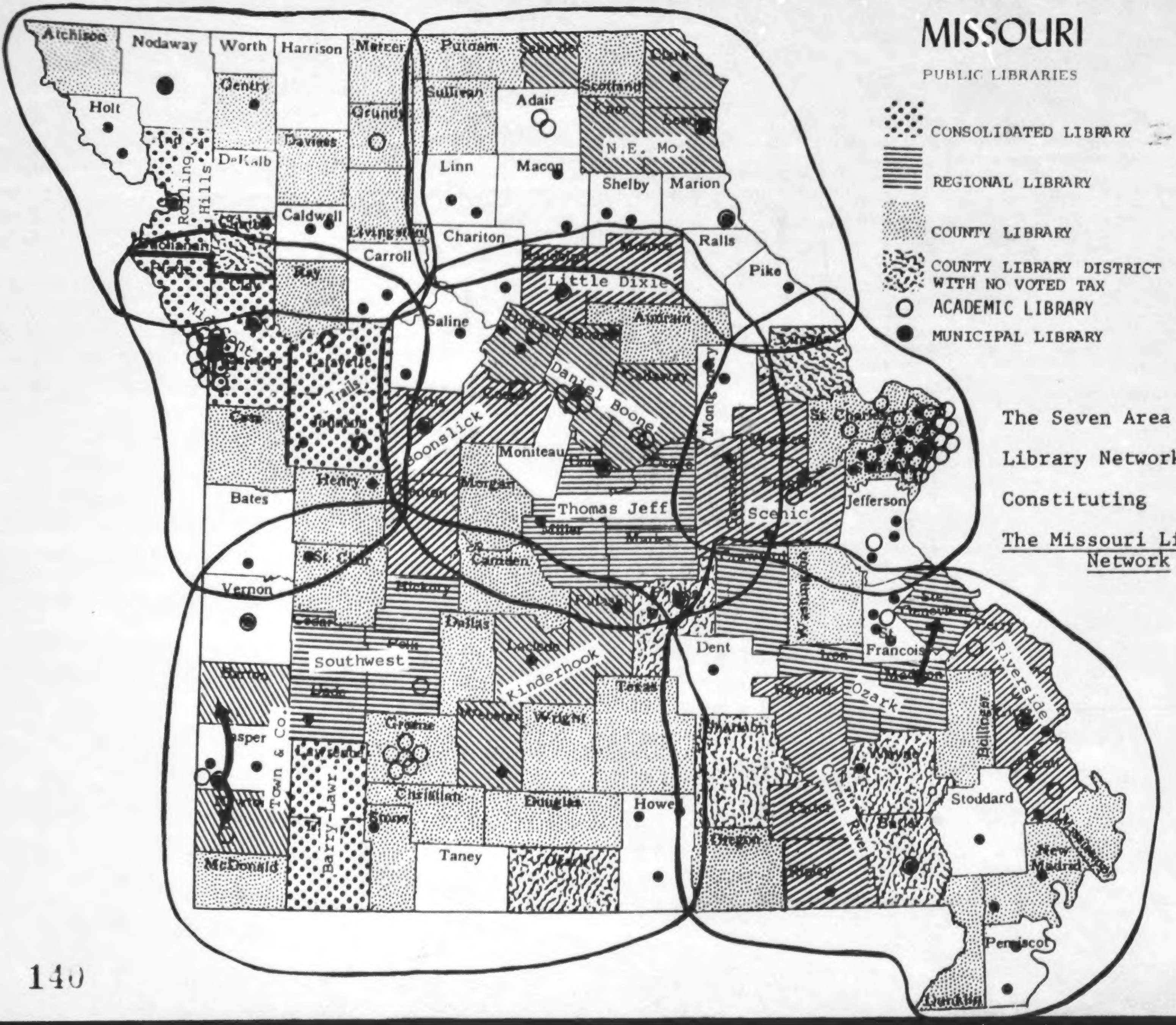
Missouri's Library Resources total almost 25,000,000 volumes in 134 public library administrative units, 90 single academic libraries, 39 institutional libraries, and some 48 special libraries; in addition, libraries in 557 public school districts hold resources in both print and non-print materials. These combined library resources together with their competent staffs have the potential of providing the information needs of Missouri residents.

State and Local Tax Funds have made major contributions to Missouri's library resources. The funds necessary to coordinate library activities in the networks would meet the present problem where individual libraries are limited by the inability of any one library to spend money to extend its services for those not its responsibility. The network can be a way of sharing materials and staff expertise among libraries. It can be the way to do away with needless duplication of services and to insure quality to our users. Present-day technology can provide better, faster ways to get services to people. Networks can be the cost-effective way of preventing proliferation of individual automated systems. Essential to a network today is building an automated data base or record which tells what materials are held and where they are to be found if library users are to be served with speed.

Seven regional multi-type library systems or networks are developing in Missouri, in limited operation, building on cooperative enterprises existing within each region. These networks can insure that a library user in going to or calling the local library is actually tapping into the resources of the area and not just those of one library. Through a network the library resources of the area, whether in books or staff, can be inventoried as well as the needs of the users so that priorities can be set systematically. Linkage between these regional networks can form a network to serve all areas of the state.

Authority to coordinate and support multi-type regional networks, to form a network for the state as a whole, does not exist in state statutes. The agency in a position to give coordination and supervision of regional and state multi-type library systems is the State Library, under the Coordinating Board of Higher Education.

12/11/81


MISSOURI
PUBLIC LIBRARIES
CONSOLIDATED LIBRARY
REGIONAL LIBRARY
COUNTY LIBRARY
COUNTY LIBRARY DISTRICT WITH NO VOTED TAX
ACADEMIC LIBRARY
MUNICIPAL LIBRARY
Atchison
Nodaway
Worth
Harrison
Mercer
Putnam
Clark
Gentry
Sullivan
Adair
Scotland
Holt
Grundy
Knox
Lewis
Daviess
DeKalb
N.E. Mo.
Rolling Hills
Linn
Macon
Shelby
Marion
Caldwell
Livingston
Chariton
Ralls
Carroll
Ray
Pike
Little Dixie
Mid-Continent
Saline
Audrain
Lafayette
Trails
Callaway
Daniel Boone
Boonslick
Montgomery
St. Charles
Cass
Moniteau
Henry
Morgan
Bates
Thomas Jeff
Scenic
Jefferson
Miller
Camden
St. Clair
Vernon
Hickory
Cedar
Dallas
Dent
Laclede
Polk
Southwest
Kinderhook
Iron
St. Francois
Ozark
Riverside
Barton
Dade
Texas
Jasper
Greene
Webster
Wright
Shannon
Wayne
Bollinger
Town & Co.
Barry-Lawr
Christian
Douglas
Howell
Stoddard
Current River
Stone
Taney
Oregon
Ripley
New Madrid
McDonald
Pemiscot
Dunklin

The Seven Area

Library Networks

Constituting

The Missouri Libraries Network

Appendix 10